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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEED-
INGS AND OFFICIAL ANNOUNCEMENTS.

VOL. XXV.
JANUARY TO DECEMBER,
1905.

QUEBEC:
THE CANADA STAMP COMPANY
—
1905.

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THE CANADA STAMP CO.,
QUEBEC CITY.

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The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER, Editor.
G. W. PARMELEE, Managing Editor.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1905.

VOL. XXV.

1905.

“ Hail to the year that’s young,
Albeit a tear be shed
For the year that’s dead !”

—MOTTOES should adorn the walls of the school room.

—“ No man is born into the world whose work is not
born with him; there is always work and tools to work
withal, for those who will, and blessed are the horny hands
of toil.”

“ He tries our patience, works us woe,
Is one of mankind’s foes,
The man who always starts to go
And never, never goes.”

—BLACK boards should begin the day neat and clean.

Notes.

—EDUCATIONAL processes are beneath all processes of life. — *G. Stanley Hall.*

—No school machinery, however powerful, no academic methods, however necessary, can ever efface the three words of individuality—Health, Specialization, Faith.
—*G. Stanley Hall.*

—WE do not want precepts as much as examples.—*Pliny.*

—“EXAMPLE will teach more in an hour than precept will in a week.”

—THE first step in investigation is to ask the right questions.—*Aristotle.*

—SHALL I tell you what knowledge is? When you know a thing, to hold that you know it; and when you do not know a thing, to confess your ignorance.—*Confucius.*

—THE greatest and most important difficulty of human science is the education of children.—*Montaigne.*

'Tis the mind that makes the body rich;
And as the sun breaks through the darkest clouds,
So honor 'peareth in the meanest.—*Shakespeare.*

—PROVE all things; hold fast that which is good—*St. Paul.*

FOR Truth has such a face and such a mien,
As to be loved needs only to be seen.—*Dryden.*

—A LIFE for self can have no meaning.—*Tolstoi.*

—IT is never too late to give up our prejudices — *Thoreau.*

—A LAUGH is worth a thousand groans in any market.
—*Lamb.*

THE TEACHER WHO NEVER FORGETS.

In a certain elementary school it was the custom to have all the pupils recite on Friday afternoons. One day, when Tommy Jones' turn came, he did not respond. Upon be-

ing questioned by the teacher why he had not prepared a recitation, he replied "I am so busy with my other work that I have no time to learn a piece." The next pupil in order was called upon, and Tommy thought that he was going to escape. He made known his belief to the other boys by significant winks and gestures. When the recess period came, Tommy was told to remain in his seat and pass his time in committing to memory a certain selection of poetry indicated by the teacher. Tommy remained in his seat, but did not use up much gray matter of his brain. On Monday morning, just before recess, the teacher asked him if he had prepared his recitation. Upon giving a negative answer, he was told to remain in his place and perform the appointed task. At noon, he remarked to his seat-mate: "She will soon forget and I shall escape." "Oh, no," said his comrade, "Miss T. never, never forgets." Tommy had his recitation prepared before the afternoon recess. Is there not an important lesson to be learned from this incident? A teacher who makes promises and forgets to fulfil them, or who makes threats and fails to carry them out weakens her authority and loses the confidence and respect of her pupils. This loss in itself is detrimental to the best interests of the school, and the teacher's usefulness in that school will soon go down to 0. It is not the *severity* but the *certainty* of the punishment that deters pupils from breaking rules and regulations, and the teacher who "never forgets" will have but little trouble in maintaining discipline in her school.

DO NOT NEGLECT THE FUNDAMENTALS.

There are some things that should be well done in all schools. Teachers should see that their pupils are able to read intelligently in the class book of their grade; that they can write legibly, and express their thoughts in a way that can be understood; that they can add, subtract, multiply, and divide accurately and rapidly; that they can work practical problems involving the use of these four rules. Pupils who are not thoroughly grounded in the fundamentals are weak throughout the entire school course and enter life handicapped.

Teachers too often take it for granted that because a

pupil is found in a certain grade his knowledge of the fundamentals is broad and ample. Take nothing for granted. Ascertain what the pupil knows. Sound the depths of his knowledge, and when you have reached rock bottom begin to build thereon.

CURIOUS DERIVATIONS.

Biscuit, from hot *bis coctus* (twice cooked).

Dandelion, dent de lion (the lion's tooth.)

Verdict, *vere dictum*, a true saying.

Monkey wrench, from Charles Monkey, its inventor.

Boycott, from Captain Charles Cunningham Boycott.

Martinet, from Col. Martinet, an officer of Louis XIV.

Bogus, a corrupted form of Borghese, the name of a noted swindler.

Magnolia, from Pierre Magnol.

Dahlia, from Dahl, a Swedish botanist.

Himalaya, Him for snow; aloi, a palace—a snow palace.

--RECENT despatches from Italy go to show that the famous, historic St. Mark's Church in Venice is threatened with a fate similar to that which befell the Campanile, on July 14th, 1902. After the fall of this famous bell tower, competent architects were appointed to examine the foundations of the Church—of which the Campanile was a part. After a careful examination, they report that the foundations are giving way; that the walls are sinking; the ceilings of two of the vaults threaten to fall, and that the whole building shows signs of decay. The cause assigned for the present peril is thought to be due to the shifting of the strata of clay and sand on which Venice is built.

Immediate steps are to be taken to preserve from destruction this noble edifice which stands alone among the buildings of the world in respect of its unequalled richness of material and decoration, and also from the fact that it has been constructed with the spoils of countless other buildings, and therefore forms a museum of sculpture of the most varied kind. The mosaics in the interior are among the finest and, from their variety of date, the most interesting series in the world. A whole volume might be writ-

ten on the sculptured panels, screens and other features of the church. It is to be hoped that proper precautions will be taken to preserve this noble edifice from destruction—the loss of which would be deplored by the entire civilized world.

A HINT TO THE PHYSIOLOGY TEACHER.

An excellent text for a human body lesson is found in Longfellow's "Village Blacksmith." The smith is the children's friend. Those who have recited the poem have learned to love and respect him. They admire the "mighty man," the muscles of whose brawny arms are "strong as iron bands." The children know the reason. "Week in, week out, from morn till night," "You can hear him swing his heavy sledge," "His brow is wet with honest sweat." Here is the arm made strong by honest work. Suppose the smith worked now and then, instead of week in, week out. Suppose he used a light sledge, and put away the heavy one. Who can think of other workers who are strong? How can you make your muscles strong? What work can you do? We are proud to be able to work. The smith's work enabled him to "look the whole world in the face."—*Mo. School Journal*.

OBSTINACY.

An obstinate child needs switching off rather than switching on. He needs to be directed rather than subdued. Obstinacy is the miscarriage of energy. It is an unnatural attitude of the mind. It is a setting of the brakes by some disorder of the machinery. A wise engineer ceases all efforts to start his train until the disarrangement can be adjusted. It is usually a little thing, a slight miscarriage of energy, and he bides his time. The power must be off before the natural condition can exist. So a wise teacher immediately changes plans when he finds that a boy's mental machinery is out of natural, that the brakes are set in his disposition. Divert his thought, readjust his interests, give him a new aim, and he cannot be obstinate if he would.

Obstinacy thrives on attention, and is dissipated by

neglect. Obstinacy is a species of conceit, and revels in the power to disarrange plans. It is never humiliated by conflict. Even when conquered, it prides itself on the effort required for the conquest. If an obstinate child receives no special attention because of it he becomes shame-faced. To attempt to match obstinacy with obstinacy is a public confession that you are as bad as he, and all you can hope for is to prove that you are worse by holding out longer. Obstinacy is mental disorder in pupil or teacher.
— *Journal of Education*

VISITING SCHOOLS.

It is a pity that teachers do not have more opportunities to see the work of their fellows. The lawyer is in constant contact with his fellow lawyers and learns much by seeing them in action. The physician sees his fellow physicians daily, is frequently called into consultation, and many times has the opportunity of seeing difficult operations performed. The business man has the ever-present competition of the fellow across the street and the never-ending opportunity for studying the theories and practices of his competitors. Under such conditions these men grow and ripen with age and are worth more in their several positions at sixty than they could possibly be at forty.

In a very large measure the teacher is denied these opportunities for growth. When he is out of the schoolroom his fellows are also out, and so he has no opportunity to see them at work. If the teacher would grow as men in other professions grow he should utilize every opportunity to come in contact with his fellows and see them in action. Bad pedagogy when exemplified in a teacher other than self is doubly bad. Good pedagogy seen in action is far more impressive than when read in a book or heard in a lecture.

Two or three days spent by the teacher in visiting other schools will often give fresh ideas and new ambitions. Many school boards already realize the value of this and are giving their teachers visiting days with full pay. A visit to another school is like a tonic. It increases the teacher's self-respect and gives him greater courage. He comes back to his work with new views and goes at it with

renewed vim. Perhaps if we did more visiting, and gave more study to our fellows in action, there would not be so many of us shelved at forty and fifty years of age.

—*Educator-Journal*.

BEAUTIFUL SCHOOL GROUNDS.

Few communities are unresponsive to the demands for pleasant grounds around the schools. The tender care that the children bestow upon these grounds is surprising to those who felt that to protect the shrubs and flowers from school-boys vandalism would be the heaviest task. Such theoretically feared vandalism is extremely rare. This fact alone proves the innate love of the children for natural beauty.

At the outset it must be determined whether the grounds will be laid out in a formal or natural style. Either is satisfactory, but one or the other must be chosen or adhered to. The size of the grounds will probably best determine the choice. If the plot is small, a formal arrangement looks very well. If the grounds are of some extent, the more natural disposition of trees and shrubbery produces the best effect.

The trees should be planted before the shrubs and plants are set out. They mark the general features of the landscape and a good placing of them will require much care. Never adopt the orchard style. That is formality carried beyond the rigidity which beauty allows. Groups of three trees produce a very pleasing effect, and the large growing varieties looks well in the rear, as forming a sort of background in the landscape.

Shrubs are indispensable. The taller kinds make effective walls against which to display lower-growing plants, and also in screening off objectionable views. Along the foundation of the school building, in angles formed by it or by walls, at entrances, they always give a beautiful impression. If the ground is elevated from the street, and has steps leading up to it, a heavy border of drooping shrubs will make a singularly inviting entrance.

No matter how handsome the building is, the Boston ivy (*Ampelopsis veitchii*) will add to its attractiveness, while it often transforms a hideous structure in a manner that

seems miraculous. The most intricate architectural design is given by it an enhanced beauty. The advantage of planting the ivy should never be overlooked.

The use of flowering plants is the most perplexing question in ornamentation. They require great care, and their utility must vary widely with the situation of the school. No general rules are here practicable, except that complicated designs in flower beds, such as stars and crescents, are hardly advisable unless expert care is always at hand, and that above all things the lawn should not be cut up too much. The center should always be kept open. Let the eye have a chance to roam. Borders along walks, and beds near the walls of the building are the safest attempts.

When it is realized at how little expense, and with comparatively little labor, a bleak exposure can be turned into an artistic surrounding, which will soothe every passing eye and feed the children's natures with all manner of desirable tonics, few school buildings will be left standing barren in the wind. A little thought, a little care, and such a great return!--*Teachers' Institute.*

THE DOCTOR IS ABROAD.

A deputation, including many leaders of the medical profession, and presenting a petition signed by nearly fifteen thousand doctors, waited on Lord Londonderry to beg him to take steps to have the rudimentary laws of health taught in all schools under the control of the Board. The Minister expressed entire sympathy with the objects of the deputation, and only asked that the Board should be given time: till teachers were themselves taught, they could not be required to teach others. While fully agreeing with all that Sir Thomas Barlow urged, we confess that we regard this fresh demand on both teachers and pupils with some apprehension. Let children by all means be taught the virtues of water and the vices of gin, the benefit of fresh air and the immorality of dirt in all its forms; but let us not dignify this useful general knowledge with the scientific name of "hygiene," or pretend to explain what, after all, must be to them, and even to their teachers, mainly a matter of faith. Nothing can be less educative than the manuals on physiology, the laws of health, and domestic economy that are commonly used in girls' schools.--*Journal of Education.*

“FIT, NON NASCITUR”

Less and less emphasis is being placed on “born” ability. More and more men are coming to realize that a man’s birth has less to do with his life than what he does after birth, and that what he does after birth depends not so much upon what he started with as upon what he wills to do. More than half a century ago Elihu Burritt, famous as the “learned blacksmith,” who studied as he worked at the forge, carried a Greek grammar in his hat, and read Virgil and Cicero evenings, and finally was sought as a lecturer, adopted the motto “fit, non nascitur”—“made, not born”—as an improvement over the then current and wrongly placed emphasis on ability which was supposed to be born, not made. There is no question that God gives ability to some which he does not give to others ; but it is equally beyond question that “only Omnipotence can stand in the way of a determined man.”—*S. S. Times*

PHYSICAL GEOGRAPHY.

In the mind of the writer, physical geography has a right to a large amount of consideration in elementary schools. It must not, however, be taught as an end in itself, but as a means to an end, and that end, in the upper grammar grades, should be the causal understanding of geographical conditions over the world. Physical geography also has a place in the work of beginners in geography ; but its place is not all-important. It must be brought in slowly as an entering wedge that shall be driven deeper as needs may require during the succeeding years, but which shall not be driven home, perhaps, until the later intermediate years.—Richard E. Dodge.—*Journal of Education*.

BE NATURAL IN SCHOOL.

One thing that makes teaching very hard for some teachers is that they do not allow themselves to be natural. They cherish a false idea of schoolroom decorum and keep their nerves at a tension six hours a day. No wonder that after this strain, they are tired every night. No wonder they are always wishing for Friday.—*Canadian Teacher*.

OUTLINE FOR A COMPOSITION.

LOST IN THE WOODS.

I. THE WALK.

1. The place { woods in what place.
paths narrow.
trees close together.
2. Who went { boys.
girls.
names.
how many.
3. What they did { played.
ran.
sang.
gathered leaves and wild flowers

II. THE SEPARATION.

1. How it happened { wandered off.
hid for a joke.
who was missing.
2. The missing one { lonely.
frightened.
crying.

III. THE HUNT.

1. The alarm { searching the woods.
calling name
2. The rescue { where the lost child was found
by whom found?
3. The march for home { joyous.
tired.
slow.
dark.

IV. AT HOME.

1. Parents { anxious.
afraid of accident.
wondering at delay.
2. The welcome { children seen approaching.
parents joyful.
story of the lost one.

—*Canadian Teacher.*

A FLAG FOR EACH SCHOOL.

It is a deplorable fact that many of our schools are not provided with a British flag. Public spirit coupled with a desire to promote the welfare of our country, and to inspire a patriotic feeling on the part of the pupils, should prompt all our school boards to provide a flag for each school in the municipality.

A suitable flag-staff should be erected in the school yard, and on national days the British flag should be unfurled to the Canadian breeze.

The pupils should be taught the origin and meaning of the different crosses found on the "Union Jack". Emphasize the fact that no flag under the starry heavens stands for grander principles than the old "Union Jack"—

"The flag that braved a thousand years.
The battle and the breeze".

Draw the attention of the pupils to the countless battles fought against tyranny and oppression that have been won beneath its ample folds. Thousands of deeds of recorded, aye, and unrecorded valor have been performed in order to maintain the honor of the flag.

"Never the lotus closes,
Never the wild fowl wake,
But a soul goes out on the East wind,
That has died for England's sake".

We do not teach patriotism sufficiently in our schools. It does not receive the attention that it merits. Perhaps, because it is not an important factor at the time of examination.

Across the line, upon every public school you will see the "Stars and Stripes" flying on every national holiday.

All the American School Journals are replete with patriotic exercises for these national days. Pupils are taught—and rightly so—to love and cherish their flag—the emblem of their country.

Secure a flag immediately for your school. If the trustees are not willing to purchase one, devise some other means to secure it. There is nothing more ornamental to a school-house or a greater source of patriotic inspiration to the pupils than the British flag.

THE PREPONDERANCE OF WOMEN TEACHERS:

Some of the facts brought out in a pamphlet recently issued by a committee of the Male Teachers' Association of New York city are certainly striking. At the present time 9 p. c. of the boys in the United States pass through their entire school course without ever coming into contact with a male teacher. In large cities the percentage is even higher. In twenty-five years the number of women teachers has been doubled, and the number of male teachers has decreased. In the large towns the elementary schools are almost entirely under the control of women. The few men employed are principally engaged in the work of administration.

The women have not only monopolized the elementary schools, but they are rapidly driving the men out of the higher schools and colleges. In colleges where, a quarter of a century ago, all the teachers were men, more than 10 p. c. now are women. This increase is not confined to the teaching body alone but also in the attendance of female students at the higher institutions of learning. In many colleges which a few years ago had no women students, there are now 25 p. c., and in co-educational institutions the proportion of women rose from 51 p. c. in 1880 to 71 p. c. in 1900.

In our province the case is similar. In the Protestant elementary schools more than 95 p. c. of the teachers are women, and in the Protestant Superior Schools 80 p. c. of the teachers are women.

The question may well be made asked. What has become of the men that used to teach the country schools? They have left the profession for the reason that the remuneration offered failed to place it in economic competition with other occupations. Whilst the cost of living has increased, the salary has remained the same.

For this reason women are leaving the teaching profession and are devoting their talents to other more congenial occupations which yield a larger recompense. At the present time we have a large number of inexperienced teachers who are engaged at a small salary and the schools suffer accordingly.

1904.

SUPERIOR SCHOOL EXAMINATIONS.

PHYSICAL GEOGRAPHY (GRADE II. ACADEMY.)

(The answers must be written on a quarter-sheet of foolscap, fastened at the upper left-hand corner. A margin of about an inch should be reserved on the left side of each page, with the number of the question alone written in it. Do all your work neatly.)

[Any six questions constitute a full paper.]

1. (a) What are the chief subjects that are taught in Physical Geography? (b) What is the direction of the earth's rotation? (c) Of what use are parallels of latitude and meridians?

2. Write a comprehensive note on the atmosphere, giving its composition and the chief functions of its several constituents.

3. Explain the following terms :—*Trade winds, doldrums, land breeze, horse latitudes, monsoons, mirage, denudation, tornado, rainbow, waterspout.*

4. (a) What is the distinction between *climate* and *weather*? (b) How is the weather predicted? (c) Explain why places of the same latitude have different climates, *e.g.* the eastern coast of North America and the western coast of Europe.

5. Explain clearly how dew is formed. What is the *dew point*? How may it be determined?

6. Name, and describe the chief kinds of clouds.

7. Name the various ways by which the land is being worn away. Describe, shortly, each process.

8. (a) Compare *plains* and *plateaux*. (b) Describe a canyon as to form and origin. (c) What is the value of plateaux to habitation.

9. (a) What are ocean currents? (b) What is the cause of ocean currents? (c) What is the principal current of the Atlantic Ocean?

PHYSICS (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Distinguish between *evaporation* and *boiling*. Why do streets dry up more rapidly on a hot, windy day than on a calm, cloudy day ? 10
2. Account for the formation of dew. Why is the cloud of steam from the funnel of a locomotive usually much larger in winter than in summer ? 10
3. Define with illustrations :—Temperature, specific heat, calorimeter, latent heat, unit of heat. 20
4. Point out the difference between *conduction* and *convection* of heat. 12
5. Describe how you could test whether a liquid was acid or not without tasting it. 10
6. (a) In what respect is the burning of a candle analogous to the rusting of iron ? (b) How would you show by experiment that when a candle is burnt in air two new substances are formed ? 16
7. Enumerate some of the physical properties of oxygen ; some of its chemical properties. 12
8. If two bottles were given you, one containing oxygen and the other ordinary air, *how* could you find out which was which ?

BOTANY (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Name the different parts of a flower, and state the function of each part. 10
2. Name and describe minutely any Canadian field plant that appears early in the spring time. 10
3. Explain the botanical terms :—(a) *bract* ; (b) *cotyledon* ; (c) *perianth* ; (d) *pericarp* ; (e) *angiosperms* ; (f) *carpel* ; (g)

gymnosperms ; (h) *gamopetalous* ; (i) *æstivation* ; (j) *inflorescence* ; (k) *vernation*. 30

4: (a) Show the difference between a *corm*, a *tuber*, and a *bulb* ; (b) Distinguish between a *root* and a *rhizome*. 15

5. (a) What are the functions of the root and the leaves of a plant ? (b) Give the structure and parts of a leaf. 15

6. (a) Define *fruit*. (b) Distinguish between *simple* and *compound* fruits and give examples of each. (c) Give a classification of simple fruits citing examples. (d) Distinguish between a *drupe* and a *pome*. 20

LATIN GRADE II. ACADEMY.

(All the questions are to be answered.)

1. Translate into English :—

(A) *Ea, quæ secuta est, hieme qui fuit annus Cnæo Pompeio, Marco Crasso consulibus, Usipetes Germani et item Tencteri magna cum multitudine hominum flumen Rhenum transierunt non longe a mari, quo Rhenus influit.*

(B) *Ad hæc cognoscenda prisquam periculum faceret idoneum esse arbitratus C. Volusenum cum navi longa præmittit.*

(C) *Hoc prælio facto Cæsar neque iam sibi legatos audiendos neque conditiones accipiendas arbitrabatur ab iis qui per dolum atque insidias, petita pace ultro bellum intulissent.*

- (1) Attonitus novitate mali, divesque miserque
 effulgere optat opes, et quæ modo voverat, odit.
 Copia nulla famem relevat: sitis arida guttur
 urit, et invisio meritus torquetur ab auro.
 Ad cælum manus et splendida bracchia tollens,
 "Da veniam, Lenæa pater! peccavimis"; inquit,
 "Sed miserere, præcor, speciosoque eripe damno." 50

2. (a) In extract (A), give the syntax of *ea hieme: hominum, Germani*.

(b) *annus*. What year?

(c) Give the English equivalent for *quo*. Why not use *ubi*?

(d) *transierunt*. Give the alternative form. 2

3. Parse (a) *faceret* (b) *intulissent*, (c) *torquetur*, (d) *misere-
rere*. 24

4. Explain the construction of (a) *Ad hæc cognoscenda*
(b) *Marco Crasso consulibus*.

5. In extract (D), give (a) the declension, genitive singular, and case of *novitate*, *opes*, *guttur*, *auro*, *manus*, *pater*, *veniam*, *bracchia*.

(b) Give the mood, tense, and the "principal parts" of *optat*, *odit*, *peccavimus*, *relewat*.

(c) What word should be supplied after *eripe*? 40

6. Translate into Latin:—

The money must be given back to-day. I hope to come to-morrow that I may see you. Who did it? Did any one do it? If he speaks I will listen. Balbus says that it is very important to him that I should be present. When I have written the letter. I will come to you. What news? The top of the oak. The middle of the night. The island of Britain. 50

CHEMISTRY (GRADE II ACADEMY.)

(All the questions are to be answered.)

1. (a) Explain the terms Mixture and Compound, (b) How would you show that iron and sulphur can exist together, either as a mixture or as a chemical compound. 16

2. Which of the following bodies are "elements:" air, chalk, coal-gas, diamond, iron, mercury, salt, soot, sulphur, water? Give your reasons for thinking any one of the ten is not an element. 16

3. Describe experiments which prove that air is composed of at least two gases. 10

4. (a) How can you prepare Hydrogen ? (b) How would you exhibit its properties to a class ? (c) What substance is produced when hydrogen is burnt ? (d) How is it shown that hydrogen is lighter than air ? 16

5. (a) What are the chief impurities of common water ? (b) How would you obtain pure water ? (c) Make a sketch of the necessary apparatus and explain the use of its several parts. 16

6. Distinguish between *efflorescent* and *deliquescent* substances. 10

7. (a) What is hydrogen dioxide ? (b) How is it made ? (c) What is its most striking property ? (d) What is it used for ? 16

GEOMETRY (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Distinguish between Postulate and Axiom ; Problem and Theorem ; Proposition and Corollary. 15

2. If a straight line be divided into any two parts, the rectangles contained by the whole and each of the parts are together equal to the square on the whole line. 15

3. Describe a square that shall be equal to a given rectilinear figure. 25

4. Equal triangles on the same base and on the same side of it are between the same parallels. 10

5. The straight line which joins the middle points of the sides of a triangle is parallel to the third side.

6. A given angle BAC is bisected ; if CA be produced to G, and the angle BAG bisected, the two bisecting lines are at right angles. 15

ALGEBRA (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. Resolve into factors :—

(a) $4x^2 + x - 14$.

(b) $24 + 37x - 72x^2$.

(c) $p^2q^2 - 64a^2$.

(d) $a^2 - (b - c)^2$.

(e) $(a - b)^2 - (x - y)^2$.

15

2. Find the highest common factor of the following expressions :—

$2x^3 + 4x^2 - 7x - 14, 6x^3 - 10x^2 - 21x + 35$.

10

3. Find the value of :—

(i) $\frac{a}{a-b} + \frac{a+b}{a} + \frac{4a^2b^2}{a^4-b^4}$

(ii) $\frac{1}{(a-b)(a-c)} + \frac{1}{(b-a)(b-c)}$

16

4. Solve the equations :—

(i) $\frac{x+6}{11} - \frac{2x-18}{3} + \frac{2x+3}{4} = \frac{3x+4}{12}$

(ii) $\frac{-}{a} + \frac{-}{b} = c$

12

5. Solve these quadratics :—

(i) $2x^2 + 3x - 35 = 0$

(ii) $\frac{2x^2}{x+2} + \frac{x+2}{2x} = 2$

16

6. A man is five times as old as his son, and the sum of the squares of their ages, is equal to 2106 ; find their ages. 15

7. If a train travelled 5 miles an hour faster it would take one hour less to travel 210 miles : what time does it take. 16

MENSURATION (GRADE II. ACADEMY.)

(All the questions are to be answered.)

1. How many tiles, each 9 in. long by 6 in. wide, will be required to pave a court 24 ft. 6 in. in length and 15 ft. 9 in. in breadth? 15

2. A ladder 50 feet long reaches a point in a wall 30 feet high; how far is the foot of the ladder from the bottom of the wall? 10

3. How far has a bicycle travelled when its driving wheel, 30 in. in diameter, has made 6300 revolutions? 15

4. Find the value of a triangular sheet of metal whose sides are 6 ft. 2 in., 4 ft 3 in., and 2 ft 1 in., at the rate of 30 cents per square foot. 15

5. A rectangular tank is 16 feet long, 8 feet wide, and 7 feet deep. How many tons of water will it hold? [1 cubic foot of water weighs 1000 oz.] 15

6. A balloon, at an altitude 1680 feet, is 1900 feet distant from the point from which it ascended: How far has it been drifted by the wind? 15

7. Find (to the nearest pound) the weight of 14 ft of lead piping, whose internal diameter is 1 in. and thickness $\frac{1}{4}$ in. Given 1 cubic in. of lead weighs $6\frac{1}{2}$ oz.

LATIN (GRADE 1. ACADEMY.)

(All the questions are to be answered.)

1. Translate into English:—

(a) Ubi is *dies* venit, quem rex ad arandum agrum edixerat, Jason, orta luce, cum *sociis* ad *locum* constitutum se contulit.

(b) Erant olim in Thessalia duo *fratres*, quorum alter Æson, alter Pelias appellatus est

(c) Diu et acriter pugnatum est; tandem tamen ad *solis* occasum tanta commutatio rerum facta est, ut *mulieres* *terga* verterent et *fuga* salutem peterent.

(d) His rebus cognitis, Medea rem ægre tulit et regni *cupidine* adducta, constituit *mortem* regi per *dolum* inferre. 50

2. Give the gender, genitive singular, and case of the nouns printed in italics in question 1. 30

3. Explain the construction of (1) *orta luce* in extract (a); (2) *pugnatum est*, in extract (c). 10

4. Give the mood, tense, number, person, and the principal parts of *venit*, *contulit*, *inferre*, *peterent*, and *constituit*. 36

5. What participle is wanting in the active voice in Latin? How is its place often supplied? 12

6. Translate into Latin :

The general often encourages his soldiers. Having set out in the morning they returned home in the evening. I am gathering flowers in order to help my mother. We will not sleep lest the enemy attack us. He said that he wrote a long letter yesterday. He asked what it was. 50

7. Define (a) Deponent verb; (b) defective verb; (c) impersonal verb; and give an example of each class. 12

GEOMETRY (GRADE I. ACADEMY.)

(All the questions are to be answered.)

1. How many kinds of "Plane Triangles" are there? Draw one triangle of each kind and give its name. 15

2. If one angle of a triangle be greater than another, then the side opposite to the greater angle shall be greater than the side opposite to the less.

3. Define "Plane Angle," "Square," "Right Angle," "Straight Line," "Rectilinear Figures." 15

4. Bisect a given rectilineal angle. 20

5. State (a) two postulates, and (b) six axioms. 10

6. If one side of a triangle be produced, then the exterior angle shall be greater than either of the two interior opposite angles. 20

ALGEBRA (GRADE I. ACADEMY.)

All the questions are to be answered.

1. In the expression $3a^3 - 7a^2b + b^4$, point out the highest power, the positive terms, and the co-efficient of a^2 . 8

2. What must be subtracted from the sum of $x^2 - x + 9$, $2x^2 + 7x - 6$, and $3x^2 - 4x - 5$, to give the remainder $3x^2 - 2x + 7$? 11

3. Explain clearly why $x - (y - z) = x - y + z$. 12

4. Write down five consecutive numbers of which x is the middle one. 10

5. Divide $1 - a^3 - 8x^3$ by $1 - a - 2x$ 10

6. Resolve into elementary factors :—

(a) $x^2 - 25x + 150$.

(b) $a^6 - 64$.

(c) $x^2 + 9x + 20$.

(d) $x^2 + x - 132$. 12

7. Simplify by removing brackets and collecting like terms :

$$3x - \left[5y - \{ 6z - (4x - 7y) \} \right] \quad 10$$

8. Solve for the value of x .

(a) $\frac{x}{4} + \frac{x-5}{3} = 10$

(b) $8(x-1) + 17(x-3) = 4(4x-9) + 4$. 12

9. A man walks 10 miles, then travels a certain distance by train, and then twice as far by coach. If the whole journey is 70 miles, how far does he travel by train? 15

PHYSICS (GRADE I. ACADEMY.)

(All the questions are to be answered.)

1. What do you understand by "*matter*"? 6
2. In what respect are liquids different from solids? 8
3. (a) What is the difference between *combustible* and *incombustible* things? (b) Name five things of each kind? 10
4. What do you mean by the weight of a *mass*? Write down the difference in meaning of (a) the mass of book; (b) the weight of a book. 10
5. What does a barometer measure? 10
6. (a) What is meant by a fixed point on a thermometer? (b) How many are there? 10
7. Why are iron tires heated before they are placed on wagon wheels? 10
8. Explain why a ship made of iron will float in water though iron itself is heavier, bulk for bulk, than water? 16
9. Why are we not crushed by the enormous weight of air? 10
10. How could you obtain clear water from muddy water? 10

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Appointment of School Commissioners

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st December, 1904, to make the following appointments, to wit:

School Commissioners

Argenteuil: Mille Isles No. 2.—Mr. Edward Dawson, to replace Mr. Thomas Taylor, whose term of office has expired.

Maskinongé: Peterborough.—Messrs. Louis Marin, jr., and Joseph St-Jean, jr., to replace Messrs. Joseph Desjardins and Adolphe Bussièrès, whose term of office has expired.

Matane: Saint-Paul des Capucins.—Messrs. Ernest Gendron and Horace Lavoie, to replace Messrs. Joseph Bonneau and Evariste Lavoie, resigned.

Ottawa: Egan West.—Messrs. John P. Moore and Antoine Morin, continued in office, their term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd day of December, 1904, to appoint John Campbell Sutherland, Esq., B. A., of the town of Richmond, a member of the Council of Public Instruction.

Erection of New School Municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th day of January, 1905, to detach from the school municipalities of Saint Gregory the Great, of Saint Celestin No. 1, of Saint Celestin No. 2, and of Becancour, in the county of Nicolet, the new parish of The Most Precious Blood of Our Lord, with the limits and boundaries assigned to it by the proclamation of the Lieutenant-Governor of the province of Quebec, dated the 17th of August, 1904, and to erect it into a school municipality, by the name of "Most Precious Blood of Our Lord."

This erection will take effect on the 1st of July next, 1905.

Appointment of School Commissioner.

His Honor the Lieutenant-Governor has been pleased, by commission, dated the 7th of January, 1905, to appoint Mr. Louis Morin, school commissioner for the school municipality of Saint Léon de Standon, county of Dorchester, to replace Mr. Cléophas Baillargeon.

Boundaries of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th day of January, 1905, to detach from the school municipality of Sainte Monique, in the county of Nicolet, the lots having on the official cadastre of the parish of Sainte Monique, the number 545 and following up to number 560 inclusively, and to annex them to the school municipality of The Visitation of the Blessed Virgin Mary, in the county of Yamaska.

This annexation will take effect on the 1st of July next, 1905.

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AND OFFICIAL ANNOUNCEMENTS.

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Department.

JOHN PARKER, Editor.
G. W. PARMELEE, Managing Editor.

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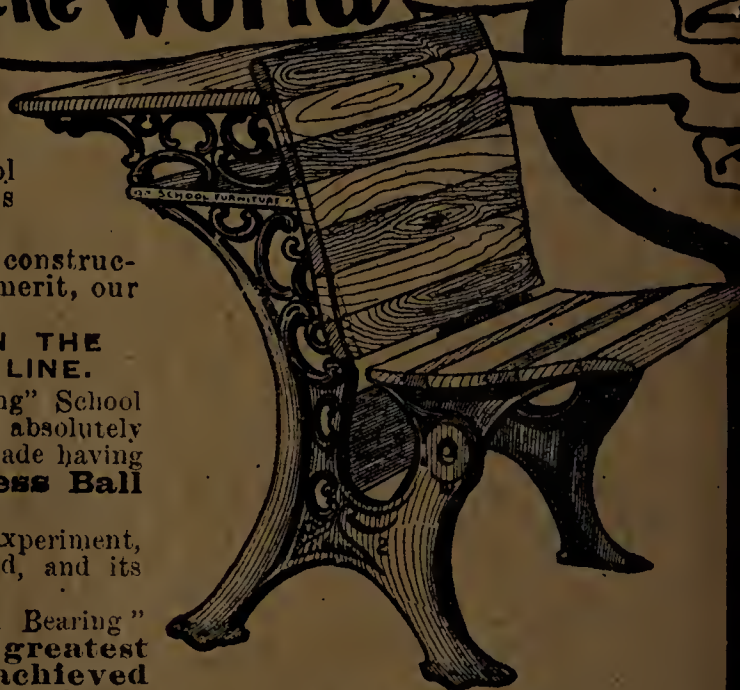
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FEBRUARY, 1905.

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Editorial Notes and Comments.

The attention of the teachers throughout the rural districts in this province is directed to an article in this issue of the Record entitled "A Leaving Examination for Elementary Schools". That the scheme has been productive of good results in Argenteuil County is clearly shown by the extract quoted from Mr. Truell's paper.

It is a well established fact, which is generally recognized by the head teachers in our superior schools, that many of their best pupils are drawn from the remote rural schools.

Some years ago, the school commissioners of Bury, in the County of Compton, passed a resolution to admit to the model school, without payment of tuition fees, a certain number of pupils from the elementary schools in their municipality who passed the most successful competitive examination.

The result of this enlightened movement has been to draw to the model school the brightest pupils in the different elementary schools, and consequently, Bury Model School always takes a high rank at the June examinations. Evidently the pupils from the rural schools in Argenteuil

have not proved a detriment to Lachute Academy as that institution has, for several years, taken a high position among the superior schools of the Province.

This movement is not confined to the district of St. Francis. At a Teachers' Conference, held by Inspector Gilman in the City of Hull, during the month of October, 1904, Mr. Vaughan, Principal of Hull Model School, strongly advocated the system of a Leaving Examination for Elementary Schools. A committee was appointed to look into the matter and to take steps towards its introduction into the district of Ottawa and Pontiac.

—SOME time ago an article appeared in one of the public journals to the effect that a certain college professor had declined the offer of the Board of Trustees to increase his salary from \$5,000. to \$6 000 per annum. He based his refusal on the grounds that the finances of the institution could not stand it.

Teachers in our elementary and secondary schools are not to take this as a precedent and refuse an increase of salary if it is offered. Do not let any fears as to the bankruptcy of the municipality prevent you from thankfully accepting any increased remuneration for faithful and efficient services.

—BEDFORD Academy is glistening in a fresh coat of dazzling white paint.

The exterior of the building now presents a very attractive appearance. The interior, as well, has been made very comfortable through the installation of an improved hot-air furnace.

The teachers and pupils very much appreciate the action of the School Board in these two respects.

—WATERLOO and Cowansville are agitating for new school buildings. Principal Jordan, of Waterloo Academy, in a letter recently published in the "Advertiser," has laid before the rate-payers many solid reasons why a new Academy should be erected in Waterloo.

—REPAIRS to the extent of \$1,500 were made on Granby Academy during the summer of 1904.

—EAST Angus Model School has been enlarged in order to provide accommodation for the large number of pupils in attendance.

—THE School Boards of Sawyerville, Buckingham, and Scotstown are aspiring to higher things. These Board are endeavoring to comply with the regulations governing the establishment of Academies, and as soon as these regulations are complied with, application will be made to have these large Model Schools transferred to the list of Academies.

—SUTTON Academy has a large, well-selected stock of books in the library. Principal Noyes believes that the time spent by a pupil in reading a good book is not wasted.

—LONGFELLOW'S "Evangeline" and "Lamb's Tales" are banished from British Columbia Schools. The reason assigned is that Evangeline is anti-British and that "Lamb's Tales" are stale.

Articles : Original and Selected.

A LEAVING EXAMINATION FOR ELEMENTARY SCHOOLS.

The St. Francis Teachers' Association, organized about a year ago, has started its career with at least one clearly outlined course having a definite objective point in view.

At the inaugural meeting of the Association, held in June, 1904, Mr. N. T. Truell, Principal of Sherbrooke Academy, proposed that the Association conduct a leaving examination for the elementary schools in the district.

In support of the proposition, he gave a somewhat detailed account of the working of a similar scheme in the county of Argenteuil during the past twelve or fifteen years. We quote the following extract from Mr. Truell's paper :—"The examination was instituted to awaken the interest of the parents, teachers, and pupils of the rural parts of the country in the matter of education. The teaching staff of Lachute Academy co-operating with the Inspector of elementary schools and the forty or more

elementary teachers in the county, hold annually, in the month of June, a leaving examination for the pupils in Grade IV of the elementary schools. In the years immediately following its inception the results of this examination were very crude. The written answers were a perfect revelation to the examiners. One would not have believed that school children could have been found, of the ages of those who wrote, so utterly barren of ideas and so incapable of expressing on paper the bits of information they had acquired. The results were discussed in the meetings of County Teachers' Association. The question papers were freely criticized by the teachers and examiners.

Gradually an improvement was noticed in the material and in the manner of expressing the answers. The teachers learned what they were expected to teach, the pupils, what was required of them, until to-day, a more creditable set of papers given in by the entrance pupils, could not be asked for. The teachers are most enthusiastic over the beneficial results which these examinations have brought about, and the Inspector for the district will attest to their value to the schools of the county. Pupils who pass these examinations are given certificates of admission to Grade III. M. S. or Grade II. M. S., according to their proficiency. The pupils are made to feel that they are units in the educational system of the Province. This recognition itself has an educating effect on the child. Having obtained a peep within the walls of an institution a degree higher than his home school, he is oftentimes influenced to continue, and in this way many a bright intellect is discovered and given to the world, which otherwise would have remained in obscurity."

At the close of the reading of Mr. Truell's paper, Mr. W. L. Shurtleff, LL.M., K.C., whose interest in the welfare of the schools in the townships is well known, said that the proposition to establish such an examination in the district of St. Francis seemed to him perfectly feasible. If the Association would give it a trial, he would print all the examination papers free for three years and would contribute twenty-five dollars per year for the same period, in order to assist in defraying the expenses incurred in conducting this examination. This very generous offer on the part of Mr. Shurtleff was immediately accepted, and the whole matter was placed in the hands of a committee

to draw up a code of regulations for the carrying out of the proposal. This committee reported at the October meeting of the Association. The following is a brief summary of its report :

(1) That such an examination be provided for the elementary schools of the district of St. Francis.

(2) That it be under the control of a Board of five members and a secretary.

(3) That this Board appoint examiners, deputy-examiners, and generally supervise the examinations.

(4) That the examinations be conducted much as the present June examinations in the superior schools are conducted, and concurrent with them, extending, however, over two days only.

(5) That the superior schools of the district and other convenient centres be the examining centres.

(6) That the subjects for examination be practically those prescribed for Grade I. Model School. Additional work being required in arithmetic.

(7) That certificates be granted to successful candidates entitling them to admission to Grade II. Model School or Grade III. Model School, according to proficiency, in any superior school in the district willing to co-operate in these examinations.

The following Board of Control was appointed :

N. T. Truell, Sherbrooke, chairman, John Parker, B.A., Inspector of Superior Schools, R. J. Hewton, M.A., Richmond, L. D. Von Iffland, M.A., Cookshire, Miss Vaudry, B.A., Lennoxville, with Miss Lizzie Sangster, B.A., Sherbrooke, as secretary.

The Board has since met and appointed examiners representative of the district.

The success or failure of this progressive movement will be watched with interest by educationists all over the Province. It has proved a success in Argenteuil, but there it was under the control of one superior school. The success or failure of this movement in the district of St. Francis, where there are so many superior schools, will largely depend upon the sympathy, support and hearty co-operation of the teachers in this important district.

AS TO HIGH SCHOOLS.

Recently there was a discussion between President Eliot of Harvard and President Hall of Clark University about the place of the high school in American education, "which the educators," says the Brooklyn "Eagle," "who make high schools their fetich would do well to note. President Hall said that the high school work of the country was very unsatisfactory and was not improving. And he did not base this judgment on the fact that the high schools do not fit for college properly. On the other hand, he said that college entrance examinations had dominated high school teaching to its detriment, and that the thing which must be reversed is 'the present almost feudal dominance of college influences'. The view of this college president, with whom the duties of citizenship evidently weigh more than those of his college position, is that the high schools 'should become the true people's college, permeated by the idea of fitting for life, by the largest development possible for every community, and with plenty of local color.' When that is accomplished President Hall believes that our education will 'become popular.' To reach this end he would 'restore the old dignity and independence of secondary teaching' and do away with that 'feudal dominance of colleges,' already alluded to.

"How nearly do any of our high schools come to this ideal of fitting their pupils for life in any broad sense? Here they are primarily a cog in the educational machine. They fit girls for the teachers' training school, which machines the girls into teachers and sends them down to the lower, classes to fit more pupils for the high school. The course is aimed either toward the girls' training school or toward college entrance examinations. The teachers rightly enough urge on every bright high school pupil who stands a ghost of a chance of being able to get to college. Part of this is eminently practical. The school as a machine uses up a great number of teachers yearly. Girls who teach school have a mischievous habit of getting married and throwing the school machine out of order. To keep up the supply the training school is essential, and of course girls who have been trained by the machine all the way up, who know nothing but machine, and who regard its superintendent as

a great deal bigger and crankier man than the President of the United States, a boss whose lightest word is law, fit into the machine requirements more easily than outsiders do. Whether they make better teachers is another story and beside the mark. Few people question the wisdom of sending bookish and keenly intellectual children to college if the fathers can pay the bill. So the effort of the high schools in that direction is right enough.

"But the thing which the present school system utterly ignores is that these intellectual students, and even the teachers turned out by the mill, are a small minority. The schools exist, not primarily to send boys and girls to college, or even to make teachers to keep themselves going, but to turn out citizens. As a concession to this demand the high schools annex commercial courses, to teach boys and girls to become book-keepers and typewriters. The commercial courses are good so far as they go, but the high school teacher who does not despise them and wish that no such was required is a rarity. There is no place in the system devoted especially to fitting the great mass of pupils to become just ordinarily intelligent and capable citizens, with special regard to the things which as children they do not know. There is no place for this in the grammar schools, because they have to cover just so much ground for the high schools. There is no place for it in the high school, because of the ologies and isms required for the training schools and colleges."

—*Normal Instructor and Teachers' World.*

WHY SO MANY FAIL.

President James Rea, of the New York Commercial Teachers' Association, tells in *Success* for July, why many persons fail to obtain and hold good positions:

"Many young men fail to achieve success because they lack the power or inclination to do hard work. The head of one of our large department stores, in addressing a body of teachers, said: "No man in the practical world of to-day can hope to get on if he shirks his work. I ask you to use all your power and influence to instil in the minds of those you teach the truth that a man owes work to the world, while the world does not owe him anything." An

expert accountant of many years' practice said : "The best man I ever had in my employ was a plodder." The writer, in his experience as a teacher coming into contact with many thousand young men, has rarely, if ever, found a student who did not possess sufficient ability to make a successful start in life if he was thoroughly imbued with the precept, "Keeping everlastingly at it brings success." Many young men fail to render valuable service through lack of ability to do accurate, systematic work. The business community demands well-trained minds, capable of grasping details and carrying out instructions in a correct and orderly manner. The young man who possesses this faculty is a rarity, and never need be without profitable employment.

"Above all else the young man who would succeed must be honest and temperate. He must be what he would appear. There is a premium upon those who possess sterling manhood, fixity of purpose, and a determination to overcome obstacles. Life's highest prizes are within their grasp."

—*Scrap Book.*

A WORD WITH BOYS.

Boys seldom realize the value of the evening hours. If profitably employed, the spare hours at the command of every boy and girl would render them intelligent and equip them for a life of usefulness. If these spare hours are wasted, the opportunity for securing an equipment for life may never return. Increasing years mean increasing duties and exacting demands upon one's time. The boy who spends an hour of each evening lounging idly on street corners wastes, in the course of the year, three hundred and sixty-five hours, which, if applied to study, would acquaint him with the rudiments of the familiar sciences. If, in addition to wasting an hour each evening, he spends 10 cents for cigars, which is usually the case, the amount thus worse than wasted would pay for ten of the leading periodicals in the country. Boys, think of these things. Think of how much time and money you are wasting, and for what ? The gratification afforded by a lounge on the corner, or a cigar, is not only temporary, but is positively hurtful. You cannot indulge in them without injuring yourself.

You acquire idle and wasteful habits, which will cling to you with each succeeding year. You may in after life shake them off, but the probabilities are that the habits thus formed in early life will remain with you till your dying day. Be warned, then, in time, and resolve that, as the hour spent in idleness is gone forever, you will improve each passing one, and thereby fit yourself for usefulness and happiness.—*Lutheran Observer*.

UNLUCKY JOHN.

There is an old saying that "Some men are born to ill luck;" but a close inquiry into the circumstances attending the "bad luck" of most cases will reveal a carelessness, a lack of method, a general shiftlessness, a sufficient cause for the effect. A good old country woman of an inland Maine town was recently telling the writer of her son's misfortune.

"John has nuthin' but bad luck," she said: "everything he sets his hand to comes to a bad end. I don't see why he should be so unlucky. Now, there was his colt, worth more'n \$50, and it fell through the floor and broke its neck."

"I suppose there was something wrong with the floor?" I queried.

"I do s'pose 'twas getting a little weak," she answered, "but John was a goin' to fix it when he got round to it."

"No, that wasn't it," she continued. "'Twas all on account of his bad luck. There was his yoke of oxen; he'd fed 'em and fussed over 'em till everybody admitted they was the best yoke in town; and if you believe it, one o' them oxen got cast one night and had to be killed."

"Was the ox properly hitched?" I asked.

"P'r'aps not," the old lady responded with a sigh. "But 'twas John's bad luck. And now his barn o' hay is all burned up, and nobody knows how it took fire."

"Does John smoke?" I asked.

"Well, I s'pose John does smoke more'n he ought to. And I s'pose he sometimes smoked in the barn; but lots of men does it and don't get burned up."

"It's hard for your son," I said; "but don't you think John's bad luck is partly due to carelessness?"

"Maybe 'tis," sighed the old lady. "And now his barn's burned up and he hasn't got a cent of insurance. You see he was calc'lating to get insured one o' these days, when he come round to it. I do declare, John's a dreadful unlucky man!"—*Selected.*

FACTS ABOUT CANADA.

Canada has an area of 3,745,574 square miles. It is almost as large as Europe and nearly twice the size of India.

It stretches from the Atlantic to the Pacific, and is therefore 3,000 miles wide, with an extent from south to north of upwards of 1,500 miles.

Canada has now a population of nearly six millions. Two and one-fourth millions live in Ontario; one and three-fourths millions in Quebec; nearly a million in the Maritime Provinces (New Brunswick, Nova Scotia and Prince Edward Island); half a million in Manitoba and the Territories; and nearly two hundred thousand in British Columbia. Canada has more than one-half the white population of all the British colonies.

The city of Montreal (including suburbs) has a population of 325,000, and Toronto (including suburbs) ranks next with a 225,000 population.

87 p. c. of the people living in Canada were born there; and as many as 95 p. c. have been born in some part of the Empire. Most of those who live in the Province of Quebec are descendants of the early French settlers. They form 30 p. c. of the whole population of Canada.

All religious denominations are on an equality, and complete religious liberty prevails. Canadians of French descent are almost all members of the Roman Catholic Church, which has, on this account, more communicants than any other religious denomination in Canada. Among Canadians not of French descent, the Methodists are strongest in numbers; the Presbyterians come next, the Roman Catholics third, the Church of England fourth, and the Baptists fifth.

In Manitoba and the Territories, owing to the large number of Scotch settlers, the Presbyterians are most numerous, constituting 21 p. c. of the population, the Methodists ranking next with nearly 17 p. c., and the Church of England

third with 16 p. c.; 83 p. c. of the population in the West is Protestant.

There are no church rates, or taxes, except in Quebec, where the Roman Catholic Church has a qualified right in this respect over its own members.

During the past few years thousands of new settlers have been coming into the country, some to establish industries, but the majority to take up land. During the 12 months ending June 30, 1903, there were 128,364 new settlers; of these 48,408 came from the United States, and 41,792 from Great Britain and her colonies. There is yet room for a hundred million inhabitants, and the resources are so great that no one can say how large the population will be fifty years hence.

Compiled from a "Geography of the Dominion of Canada", issued by direction of the Minister of the Interior, Ottawa.

COTTON BURNING.

By the sweat of the face man earns his bread; also his clothes and all that he has. That is the hard law of the world.

Then what a sorry spectacle, what a symbol of social maladjustment it is when man must deliberately destroy by fire the goods which toil and sweat have produced!

They are burning cotton in the southern states. A hundred thousand dollars' worth is already consumed. The talk is that 2,000,000 bales, or almost one-sixth of the year's crop, will be given to the flames in order that the remainder may have higher value.

The burned cotton would make cloth, which would make clothes and other serviceable things for men. Its destruction is a net loss to the world, whatever gain the destroyers may or may not make. The unclothed people, the people with too little clothing, the people who must wait for cheap prices to buy what they need, are all sufferers. Surely it is a shameful maladjustment.

The disorder began when, on the basis of a short crop, the price of cotton was artificially stimulated a year or so ago. Factories closed, factory employees suffered, cotton cloth prices increased, cotton cloth users suffered in consequence. Also cotton growers in the South were led to in-

crease their plantations enormously, bringing under cultivation even poor fields that had been abandoned for decades.

Now this year the disorder is greater than ever. An enormous crop is followed by extremely low prices; prices, it is said, that bring less to the planter than his actual expenses for cultivation. What is the planter to do? The more of his cotton he sells the greater the net loss he will have to charge up on his books.

He has found the solution in fire. He hopes that the burning of part of the crop will make the rest more valuable. His boldness is something new. Farmers often have left part of their crops to rot in the field rather than spend money to harvest it. But after harvesting costs have been paid it is an unheard-of thing to destroy the crop. Perhaps in this case more good is hoped from the rumors of destruction, which may influence the market, than from actual destruction. Certainly if the planters cannot get together in a selling syndicate to control the market, they hardly can expect to get together in a burning syndicate.

Whether the planters' arithmetic is good or bad, whether fire harms him or helps, the loss of actual wealth to the world is the one certain fact in the situation. Surely a time will come when society will be able to order its economic affairs in a more rational manner than this.

— *Chicago Tribune.*

TRAINING IS NOT ALL.

It cannot be too often stated that training, whatever the skill it gives, can never take the place of the love and enthusiasm which should animate the teacher. By many years of argument and persistent effort the State has been brought to the conviction that the instructors of her youth should be technically trained and the schools themselves be supervised by men and women selected for that purpose. But there still inheres within the system in most, if not all the states, the old idea that, given in the instructor the necessary knowledge and skill, naught else is lacking. We have sometimes thought, too, that even the intelligence of our communities is dominated by the same idea. We are living in a material age; the hereditary instincts of great numbers of our people make machinery and its buzzing attractive to them. The danger is that the circus in the

street, the "butterfly flying past the window," the peas and beans shooting up from the box on the window sill, the library in the school-room, the trained lips that make no mistake in their questionings, either in logic or in kind, will mean more to those whose function it is to select the instructors of our youth than "those qualities which no examination can test and no certificate certify." We want education, skill and refinement in the school-room; but behind these should be the man or woman; and they are God-made, not machine-made. We want to quote right here from Mr. J. G. Fitch, late inspector of training colleges, in England, and a gentleman well-known on this side of the Atlantic.

"Do not let us have exaggerated expectations as to what training will do, or as to what diplomas or certificates of competency will do. After all, an examination cannot test the whole of a person's qualification. Training cannot give the whole of the attributes that you want. You can only communicate what is communicable, and you can only examine what is examinable, and the best and highest qualities of a good teacher who consecrates his life to his work, and who feels that it is one of the noblest works in the world, are just those qualities which no examination can test and no certificate can verify. We want in a teacher something more than knowledge and technical qualification. We want in him a real love for his work; an insight into child-nature; a faith in the boundless possibilities, that there are for good even in the most uninteresting scholar; the power also to recognize that good, and to work upon it. Every teacher ought to feel bound to add something to the store of knowledge and experience by which our educational system can be expanded and improved. And mere technical training, however good, can never be substituted for personal enthusiasm and strong interest in the work itself." *Popular Educator*.

Current Events.

GREAT BRITAIN ANNEXES TONGA ISLES.

Great Britain has assumed control of the legal and financial administration of the Tonga or Friendly Islands in latitude twenty south, and longitude 170, east of Australia.

These islands up to 1899 were neutral, although British interests had long been dominant. Germany had the right to a naval and a coaling station in the archipelago, but by the Anglo-German agreement of 1899 the rights were withdrawn. The trade of Tonga amounts to about one million dollars a year.

SAYS CIGARETTE HABIT LEADS.

Sheriff L. D. Barker, of Cleveland county, Okla., for the last year has been keeping a complete record of his prisoners, in which he recorded all their likes, dislikes, and personal habits. During that time he has had in his jail over 300 prisoners, and he says that 70 p. c. of the prisoners are addicted to the cigarette habit.

—I BELIEVE that our nation would crumble to ruins if all the public schools should close for twenty years, for we have a heterogeneous population, which these schools alone can unify and mould into good citizens. And yet the amount of money expended on our schools is small compared with the large results obtained.—*Superintendent C. S. Lyman, Oxford, Mass*

—ANDREW Carnegie has sent \$15,000 to the President of Oberlin College to make good the losses which students of the college and some others sustained in the failure of the Oberlin bank, through the operations of Mrs. Chadwick. The students affected had about \$9,000 in the bank, and to many the loss meant leaving school. The other beneficiaries were on a list submitted to and selected by Mr. Carnegie. The millionaire iron-master has never applied his money in a better cause.

WHO ARE THE EIGHT THOUSAND AND WHY?

According to an estimate made from the latest census returns there are in the United States 40,782,007 persons over twenty-one years old. These are divided educationally about as follows:

Class 1. Without school training, 4,682,498.

Class 2. With only common school training, 32,862,591.

Class 3. With common and high school training, 2,165,357.

Class 4. With college or higher education added, 1,071,201.

"Who's Who in America" gives a list of 8,000 persons now living in the United States who have become famous for some work of importance to the people of the country at large or of some considerable portion of it, and an effort has been made to determine how many of these 8,000 distinguished citizens belong to each of these classes.

The 4,682,498 of class 1 furnish 31.

The 32,862,591 of class 2 furnish 808.

The 2,165,357 of class 3 furnish 1,245.

The 1,071,201 of class 4 furnish 5,768.

It thus appears :

1st. That an uneducated child has one chance in 150,000 of attaining distinction as a factor in the progress of the age.

2nd. That a common school education will increase his chances nearly four times

3rd. That a high school training will increase the chances of the common school boy twenty-three times, giving him eighty-seven times the chance of the uneducated.

4th. That a college education increases the chances of the high school boy nine times, giving him 219 times the chance of the common school boy and more than 800 times the chance of the untrained

Is it a surprising fact that of 7,852 "notables" thus gathered together 4,810 proved to be full graduates of colleges?—*Normal Instructor and Teachers' World*.

THE NORTH SEA COMMISSION

The International Arbitration Court selected to investigate the action of the Russian Baltic Fleet in firing upon the British fishing vessels in the North Sea, having completed its task, the decision was announced at the closing session in the city of Paris, on Saturday, Feb. 25th.

The Commission consisted of five admirals; Admiral Davis represented the United States; Admiral Fournier represented France; Admiral Kaznakov was the Russian representative; Rear Admiral Sir Lewis A. Beaumont was the British representative.

These four were required to choose a fifth member, and Admiral Baron von Spaun, of the Austro-Hungarian Navy, was the unanimous choice of the Commission.

The questions which this Commission had to decide were :—

1st. Were there any Japanese torpedo boats among the English fishing fleet on the Dogger Bank ?

2nd. Were the manœuvres of the fishing fleet of such a character as to cause the Russian admiral to believe that an attack on him was intended ?

3rd. If both these suppositions are disproved, should the Russian Government pay compensation for the losses incurred ?

It is gratifying to learn that the conclusions from the British presentation of the facts were sustained by the Commission.

British interests have not always received the justice they merited when handed over to the tender mercies of an Arbitration Court. In the present case, however, the " Commission recognize unanimously that the fishing fleet committed no hostile act, and the majority of the Commissioners being of the opinion that there were not either among the fishing boats, nor in their vicinity any torpedo boats, the opening fire by Admiral Rojestvensky was not justified."

As there were no torpedo boats, Russia had no right to fire, and after the firing had taken place, notice of what had been done should have been given to the neighboring maritime powers, therefore Russia will have to make ample compensation for Admiral Rojerstvensky's action.

After the decision had been read by Admiral Fournier, President of the Commission, Sir Edward Fry, counsel for Great Britain, and Baron Taube, representing Russia, both spoke in the most amicable spirit and eulogized the arbitration.

THE NEW PROVINCES.

The probabilities are that a change will soon have to be made in the map of the Dominion of Canada. On the 21st of February, in the House of Commons, Sir Wilfrid Laurier introduced two Bills to establish and provide for the Governments of the Province of Alberta, and the Province of Saskatchewan.

These two provinces will be carved out of that great area of fertile land lying between Manitoba on the East, British Columbia on the West, the International boundary line on the South, and the Southern limits of the unorganized District of Mackenzie on the North, which is the sixtieth parallel of latitude. The Territories of Assinibonia, Saskatchewan and Alberta, together with the District of Athabaska, contain an area of 550,345 square miles. These territories and district are to be divided into two provinces by a line running a little east of the present boundary of Alberta. Each province will contain an area of about 275,000 square miles, which is about equal to the area of Ontario.

The present population is 500,000, so that each Province will start with a population of 250,000 souls.

It is stated that Regina will be the capital of Saskatchewan, and Edmonton of Alberta, but the final selection will have to be made later by the Provinces themselves.

Practical Hints.

HINTS FOR TEACHING GEOGRAPHY.

Never conduct a geography lesson without a map before the class. When a recitation is made by a pupil concerning the physical features of the earth, let some other pupil point to the map, and indicate the locality.

Never, under any circumstances, conduct a geography lesson with a book open before you. This will mean hard study oftentimes, but it will give the pupils confidence in the knowledge of the teacher, and will put the teacher in sympathy with her class by knowing the difficulties they have to contend with.—*Selected.*

COMMON BLUNDERS.

A county superintendent, in speaking of his institute, told the writer recently he always planned for a short recess, "between every exercise." He doubtless meant between every two exercises, as "between" does not go well with single things. The mistake is not an uncommon one.

A teacher recently said, when speaking of the government of his school, "I treat every pupil alike." Alike what? You cannot treat one pupil "alike," and "every" indicates that they are taken separately. He meant to say that he treated "all" pupils alike.

A teacher recently said that he believed that "every pupil should have the same chance." This is a blunder of the same kind as the above. He meant that all pupils should have the same chance. "Every" is a distributive adjective, and indicates that the objects to which it refers are to be taken separately.

"Now." Many teachers use this little word "now" many more times than they need to. They are in the habit of unconsciously beginning every explanation and many of their sentences with it. The writer recently heard an institute worker use it forty-seven times in a single talk. "Now," this detracted much from the value of the exercise.

—*Indiana School Journal.*

—TRAIN a boy until he is polite unconsciously. He who grows up without this training is handicapped for life. Better be drilled in these habits than drilled in arithmetic. You can secure habit only by drill. Most of the lessons of children are by imitation.—*School Education.*

—HE who would work aright must never rail, must not trouble himself at all about what is done, but only to do well himself. For the great point is, not to pull down, but to build up, and in this humanity finds pure joy.

—*Goethe.*

HOW TEACHERS CAN SAVE TIME.

Plan and prepare your lessons before assigning or teaching them. Five minutes spent by the teacher in preparing a lesson will often save from ten minutes to an hour in teaching it.

Do not do other work when you could be hearing a recitation or otherwise actually teaching, if that other work could be done at a different time.

Study up time-saving devices for conveying or impressing instruction.

Have always ready something profitable to fill the spare moments of your pupils, or to keep them busy if you should be called from your work. Save the minutes.

Arrange your papers and materials so that you can find instantly whatever you want.

Do not tire yourself so much by work or play out of school that you cannot work fast in school.

Arrive at school a reasonable time before it opens and stay a reasonable time after it closes.

By having pupils do oral instead of written work time can often be gained. This work can be corrected by pupils, or by the teacher outside of school hours.

It is generally enough for the teacher to examine from three to six papers of a written exercise. They will show the chief mistakes and what the class needs.

It is seldom worth while to keep a daily record of recitations.

Mark the attendance of pupils without calling the roll.

If it is necessary to spend time with a single pupil in a matter of discipline or instruction which would not concern any other pupil, it is generally best to take for the work some time outside of school hours.

Cases of delinquencies of pupils in conduct or work should generally be attended to outside of school hours.

Do not allow pupils to idle, potter or fumble.

Teach pupils to be independent workers and thinkers.

Require pupils to plan and prepare for their work, and to keep their belongings in order.

In some cases encourage and require pupils to study outside of school hours. Obtain the co-operation of parents and others in such work.

--J. B. TICE, *Supt. Schools, Plainville, Mass.*

A teacher may be a good plodding teacher, and do his best, and yet never have struck a spark out of some of the natures before him; and if he has not he will have failed, even though they got good lessons. Teaching is more than hearing lessons; the teacher must come in contact with his pupils.—*Teachers' Institute.*

PRACTICAL SHORT CUTS IN EVERY DAY ARITHMETIC.

By Albert H. Miller.

The following may serve to lighten some of the school-room drudgery in arithmetic in the mental and written work.

1. To multiply by 11 any number of two places the sum of whose digits does not exceed 10.

Find the sum of the digits and place it between them : As, 63×11 ; the sum of the digits, $6 + 3$, is 9. Placing 9 between the digits, 63, we have the answer 693. Or, 45×11 . The sum of the digits $4 + 5$, is 9. Placing this between the digits equals 495.

The children will perform this work with pleasure and will carry out the multiplication mentally with astonishing rapidity. Should the sum of the digits exceed 10, the operation is carried out as before; the units figure in the sum of the digits is placed between the same, and the tens figure is carried to the tens figure in the number : As 67×11 . The sum of the digits, $6 + 7$, is 13. The units figure, 3, placed between the digits, and the one ten is carried, thus, 737. Or, $96 \times 11 = 1056$. Sum of the digits, $9 + 6$ is 15. The units figure, 5, is placed between the digits, and the one ten is carried to the 9 = 1056.

2. To multiply any number by 25. Teach the children that there will be as many hundreds as there are 4's contained in the number. Thus : 25×12 ; there are three 4's in twelve, therefore the product is 3 hundred (300.) Or, 64×25 ; there are sixteen 4's in 64. Answer 1,600

Should the number to be multiplied by 25 not be exactly divisible by 4, teach that there will be as many hundreds as there are 4's contained in the number and the remainder will be 25's. Thus; 15×25 ; there are three 4's and 3 (25's) remaining. Therefore, 375. Or, 22×25 ; there are five 4's and two (25's) remaining, 550.

The same method may be pursued in teaching by 20, $33\frac{1}{3}$, etc.

3. In written work, a very convenient way to divide by a larger composite number is to resolve it into two or more factors and then use short division. As for instance : Divide,

7952 by 56. The factors 8, and 7, may be used with short division. Thus:

$$\begin{array}{r} 7 \overline{)7952} \\ 8 \overline{)1136} \\ \hline 142 \text{ Quotient.} \\ \text{Or, } 12608 \div 64 \\ 8 \overline{)12608} \\ 8 \overline{)1576} \\ \hline 197. \end{array}$$

A little more difficult is the following : $64922 \div 72$. The factors 9 and 8, are used as divisors.

$$\begin{array}{r} 8 \overline{)64922} \\ 9 \overline{)81156} \frac{2}{8} \\ \hline 901 \frac{50}{72} = 2 \frac{5}{8} \end{array}$$

It will be noted in this last example that there is a remainder after dividing by 8. In such cases, the division by the other factor is carried out as in whole numbers, and the remainder, 6, is changed to 8ths, giving $4\frac{8}{8} + \frac{2}{8}$, the first remainder $= \frac{50}{8}$. Dividing this by $9 = \frac{50}{72}$. It is simplest in cases where there is a remainder of this kind after the first division, to tell the children to treat the second remainder as a whole number and change it to an improper fraction of the same denomination as the first remainder. Then use the numerator of this fraction as the numerator of the fraction in the final answer with the original divisor as the denominator.

This method of dividing a mixed number by an integer should be taught before the foregoing is attempted. It will be found profitable to teach the children to know how to divide a mixed number by an integer without resorting to the operation of changing the number to an improper fraction. The results obtained will more than repay the time expended in teaching this method, and the children will greatly appreciate the "short cut."

—*Normal Instructor and Teacher's World.*

—BLESSED is the school principal who knows good work when he sees it, and is willing that the teacher should do it in her own way—even if it should not be his way.

—*Florida School Exponent.*

—Do not think of your faults, still less of others' faults : in every person who comes near you look for what is good and strong : honor that ; rejoice in it ; and as you can, try to imitate it ; and your faults will drop off like dead leaves when their time comes.—*Ruskin*.

—THE training of real children calls out all the most varied resources of parent or teacher, and is a wonderfully uplifting and developing process for one who accepts it rightly.—*Atlantic Monthly*.

DOING ONE'S BEST AT ALL TIMES.

To do always and everywhere the best we know at the moment—this surely would be to lead the ideal life. Now the moment one relegates this idea to the realms of the impossible—considering an ideal to be merely a superfluous luxury rather than the most practical and immediate necessity of daily life—that moment he accepts the ignoble for the noble, the trivial for the great, the insignificant for the significant, the inconsequential for the important.

If to do one's best at one given moment is possible—and that will freely be admitted by every one—then to do one's best always is equally possible, provided one holds himself continually to the higher plane of living. And this involves the three-fold quality of physical, mental and spiritual life.

To do the best for one day, on each occasion that presents itself, makes it the more possible for the next day. Science has discovered that every act records itself on the brain, and that it thus grows in accordance with the quality of action impressed on it until a given line of conduct becomes so habitual that it is fairly automatic. Simple as it sounds, the doing of one's best at each moment is all there is of life. To do one's best with that supreme spiritual energy thus generated is to transform the entire range and scenery of life.—*From the World Beautiful*.

THE TEACHER'S PRIVILEGE.

Teaching is an art, and the true teacher is an artist. Childhood is her material, the school-room her studio, the facts

of science and the incidents of school life are the tools, and the human soul is the finished picture. How delicate and sensitive the material, all instinctive with the subtle mysteries of life! And how keen the perception of moral beauty, and how rare the skill of her who would spread upon the canvas all the surpassing loveliness of the human soul! The material and tools are at hand, but it requires the teacher's artistic touch to awaken thought, arouse energy, stimulate desire, kindle enthusiasm, and call into action all the slumbering powers of the human soul that give tone and color to elements of moral beauty.—*Journal of Education*.

TEACH YOUR PUPILS.

“That the foundation of all right living is right thinking.

That it is as possible to learn to control our thoughts as our words or actions.

That we must drill our minds to think on pleasant subjects just as we should drill our tongues to speak pleasant words.

That “Our thoughts are our companions,” and that the pleasantest things in the world are pleasant thoughts,” and the great art in life is to have as many of them as possible.

That when we learn to refuse instantly mental standing room to all wrong thoughts that seek to gain entrance into our minds, and to be able to cheerfully concentrate at will, all our thoughts on our next duty, we have learned the most important lesson of life.—*Selected*.

TEACH THE LESSON OF INDUSTRY.

There are some misguided parents in this world. They send their children to school with the one aim in view to educate them, never dreaming that education or book learning alone does not accomplish much. The writer once heard a mother tell her boy that she wanted him to have an education so he could make his living easier. A boy educated with that purpose in view will not be benefited by an education. The boy when he enters school, especially the higher institutions of learning, must be given to understand that education does not fit a man for idleness but in-

d ustry. That he may more fully understand his duty and be able to do it in a more satisfactory manner both to himself and society in general. Then, too, he should be given to understand that all labor is honorable. Teachers often overlook this point while they instruct the boy. A boy that is not industrious from childhood up will never amount to, much, education or no education.—*School and Fireside.*

FAILURE.

It is a great help to admit failure, to confess a fault. For when we really understand why we failed, we will not only take courage, learn success from failure, but have charity for all who, like ourselves, are striving and failing.

It is equally important to avoid becoming absorbed in the consciousness of my negative or imprisoning conditions. It lays too much stress on this side, one is apt to forget the power of the soul to conquer these conditions. The soul knows no such word as "fail." That is every failure, understood, removes one more obstacle to success. The soul should linger long enough to learn the lesson of failure, *then press on.* Its consciousness should not be placed upon the conditions so much as upon the ideal to be realized through them.

Make up your mind, then, that no conditions shall defeat you. When you find your judgment colored, discover the lines of least resistance, study the distorting conditions until you can break through. Take firm hold and press on, even when everything seems to be against you.

Every negative condition can be made a help if you master it. Where there is a will, there is a way. And if quiet measures are ineffective, rouse yourself with tremendous energy. *Persist, persist, and rest only to begin again.* —*Dresser.*

Memory Gems.

The evil that men do, lives after them ;
The good is oft interred with their bones.

—*Shakespeare.*

"Oh there's nothing on earth, half so holy
As the innocent heart of a child."

—*Mrs. Alexander.*

"The hills are dearest where our childish feet
Have climbed the earliest ; and the streams
most sweet

Are ever those at which our young lips drank,
Stooped to their waters o'er the grassy bank."

—*John Greenleaf Whittier.*

True worth is in being not seeming,
In doing, each day that goes by,
Some little good, not in dreaming
Of great things to do by and by
For whatever men say in their blindness,
And in spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

—*Alice Cary*

To be a good story teller is to be a king among children.—
Kate Douglas Wiggin.

It is the mind that makes the man, and our vigor is in
our immortal soul.

—*Ovid.*

Who has not found the heaven below
Will fail of it above,
God's residence is next to mine,
His furniture is love.

—*Emily Dickinson*

Be thou the first true merit to befriend ;
His praise is lost, who waits till all commend.

—*Pope*

"Tis easier for the generous to forgive,
Than for offense to ask it.

—*Thompson.*

How little do they see what is, who frame
Their hasty judgment upon that which seems.

—*Southey.*

Opportunities are opportunities only to him who is ready.
Diving, and finding no pearls in the sea,
Blame not the ocean the fault is in thee.

—*Oriental Poetry*

Our feelings come to us we know not how. What we are responsible for is the action to which we let the feeling give rise.—*Eilen Duvall*.

One must study to know, know to understand, understand to judge.—*Indian Proverb*.

When we are alone we have our thoughts to watch ; in family our tempers ; in society our tongues.

—*Hannah Moore*.

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.—*Emerson*.

Let others write of battles fought,
Of bloody, ghastly fields,
Where honor greets the man who wins,
And death, the man who yields ;
But I will write of him who fights
And vanquishes his sins,
Who struggles on through weary years
Against himself, and wins.

Just to be true—through and through—is success.

—*Lyman Abbott*.

In this world where death is there is not time to hate.

Love engenders love, and one who is loved can easily govern.—*Goethe*.

We are to take it for granted, that every creature of God is in some way good, and has a duty and specific operation providentially accessory to the well-being of all.—*Ruskin*.

Let perseverance conquer fate,
And merit seize the victor's crown.

—*Phoebe Cary*.

“ FORGET IT ”.

Forget about the sun-spots
And you'll find the sun is bright,
Forget about the darkness
And deny there is a night

Forget the day is rainy,
 Sure, to-morrow will be fine.
 Just brush aside the clouds yourself
 And make you own sunshine.

—*Stephen Chambers in New York Times.*

The Funny Column.

A DESPERATE CASE

Tutor (endeavoring to instil geometry into the mind of a stupid pupil).—"Now, if the three sides of a triangle are all equal, what will happen?"

Pupil (with great confidence).—"Well, sir, I should say that the fourth would be equal, too."

Miss Passay—You may sneer at pet dogs, but they're faithful, anyway. I'd rather kiss a good dog than some men.

Mr. Sharpe—Well, well, some men are born lucky.

Johnny—Pa, what is tact?

Pa—It's the art of letting a person know you know enough not to know.

THE PUT-IT-OFFS.

My friend, have you heard of the town of Yawn,
 On the banks of the River Slow,
 Where blooms the Waitawhile flower fair,
 Where the Sometimeorother scents the air,
 And the soft Goeasys grow?
 It lies in the valley of Whatstheuse,
 In the province of Letterslide,
 That tired feeling is native there,
 It's the home of the listless Idontcare,
 Where the Putitoffs abide.

—*Montmorency county institute program.*

FINE BOARD.

"I don't call this "fine board," as they advertise, do you?" asked a diner at one of the restaurants.

"Why, yes," said the other, who was eating a dish of oat-meal, "this tastes like sawdust, and that's 'fine board.'"

"Now then" said the professor at the dental college, "what are the last bad teeth that come?"

"False teeth," replied a bright freshman.

—*Philadelphia Ledger.*

SHE HAD MET MRS. MURPHY.

Childish precocity is not confined within any definite area of thought. A young miss of five had recently visited the Central Park Zoo, under the guardianship of mamma, and was greatly interested in the hippopotamus family, which was disporting in the open air water trough for the first time this year. The female representative of the species is known both to the keepers and the public as Mrs. Murphy.

A few evenings later, mamma entertaining a visitor, Murphy by name, and little Elsie, on entering the parlor was introduced.

"I am glad to meet you Mr. Murphy," she said, with ingenuous grace. "I saw your wife in the park the other day. She is awfully fat."

Mr. Murphy expressed his pleasure with difficulty.

—*New York Times.*

"Now, if I were only an ostrich," began the mean man at the breakfast table, as he picked up one of his wife's biscuits, "then—"

"Yes," interrupted the patient better-half, "then I might get a few feathers for that old hat I've worn for three winters."

A FRESH PSALMPLE OF LIFE.

Great men's lives used to remind us,

We could make our lives sublime,

And departing leave behind us,

Footprints on the sands of time.

But at him who's making footprints,

Now the world, a-riding, laughs,

Since upon the sands, in motors,

Great men write their "auto" graphs.

—*Saturday Evening Post.*

ALL OUT.

"Is Mr. Brown at home?"

"No sir, he's not."

"Is Mrs. Brown in?"

"No sir, she's out."

"Well, I'll just step in and warm myself by the fire till they return."

"I'm sorry, sir, but faith, that's out, too."

"What are you laughing at?" asked one Russian naval officer.

"Do you remember the time we mistook a fishing fleet for the Japanese navy," responded the other.

"Yes."

"Well, I was just thinking what a good joke it would be if we were to mistake the Japanese navy for a fishing fleet.

—*Washington Star.*

Johnny had been told to write a short composition in which he should say something about all the days of the week. The little fellow thought a few minutes, and then triumphantly produced this: "Monday, father and I killed a bear; and there was meat enough to last over Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday."

"What would you do if you were a king?" asked the man of vaulting ambition.

"I don't know," answered the matter-of-fact person. "I suppose I'd follow the fashion and wear a look of worry and a bullet-proof shirt."

"Well, well," sighed the wife as she finished exploring her sleeping husband's pockets without having discovered a cent, "this is like one of those railroad journeys, 'going through without change.'" —*New York Press.*

Admiring Neighbor: Do you think the pretty pet is going to be like his father?

Fond Mother: I should n't be at all surprised; he keeps me up every night as it is and is fractious in the morning.

—*Judy.*

No matter how modest and unassuming a young woman is, it is not difficult for a young man to persuade her that she is an angel if he only goes about it in the proper way.

—*Somerville Journal*.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of February instant (1905), to detach from the municipality of N. D. des Anges de Stanbridge, county of Missisquoi, the following lots, to wit: Nos. 113, 115 and 116 of the cadastre of N. D. des Anges de Stanbridge, and to annex them, for school purposes, to the municipality of Saint Pierre de Verone, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of February instant (1905), to detach from the school municipality of Saint Francis Regis, county of Ottawa, the range "H," of the township Campbell, and to annex it, for school purposes, to the school municipality of "Kiamka," in the same county.

These annexations will take effect only on the 1st of July next, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd February instant (1905), to amend the order in council, No. 246 of the 12th of May, 1894, erecting the school municipality of Saint Edmond, county of Maskinongé, by substituting the name of "Mandeville" to that of "Saint Edmond".

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of February instant (1905), to appoint Mr. Philias Royer, school commissioner for the school municipality of the village of Sainte Geneviève No. 1, county of Jacques Cartier, to replace Mr. Henri Legault, whose seat has become vacant.

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AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER, Editor.
G. W. PARMELEE, Managing Editor.

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VOL. XXV.

Editorial Notes and Comments.

—IN the January number of the "Record" we published an article calling attention to the fact that many of our schools do not possess a British flag. This applies particularly to our rural elementary schools. We recommended all teachers in charge of schools without a flag to take steps to secure one without delay. The publishers of the *Montreal Witness*, imbued with a strong desire to see our national flag floating on every school-house in the Dominion, have, at considerable expense, arranged with a large firm to import a supply of fine Canadian ensigns, of a quality which they can guarantee, in different sizes from two yards long and upwards. As these flags are to be offered as premiums for obtaining a certain number of subscriptions to the *Witness* publications, any school can secure a flag by complying with the conditions laid down in the "*Witness* Flag Offer." This offer is not a money-making scheme for the publishers. It is made for the purpose of stimulating patriotic sentiment, and to cause our boys and girls to grow up loyal to our country and to its flag.

—THE *Witness* (Daily and Weekly) may safely be permitted to enter any home. No pernicious advertisements or vile, sensational stories appear in its columns. The moral tone is good. From its foundation in 1846, the *Witness* has always stood for truth and righteousness, and fought consistently the drink traffic and advocated the cause of

Temperance. Its motto is "for God, and Home and Native Land." The *Witness* editorials are strong and forceful, dealing with the leading questions of the day in a fair and impartial manner.

A person who reads carefully the articles found in the *World Wide* and the editorials in the *Witness* will be kept in touch with the world's thinking. For these and many other reasons the *Witness* publications merit the hearty sympathy and support of all who believe "that righteousness exalteth a nation."

NATURE STUDY COURSES AT GUELPH FOR QUEBEC TEACHERS.

Professor Robertson has announced that the Macdonald Rural Schools Fund will be glad to provide scholarships for at least fourteen teachers from the Protestant schools of the Province of Quebec to take the short course in Nature Study at the Macdonald Institute at Guelph, beginning in April of the current year. These scholarships have a value of \$50 each for female, and \$75 each for male teachers. In addition the Macdonald Rural Schools Fund will pay to each teacher who completes the three months' course at Guelph to the satisfaction of the authorities a further sum of \$25. Besides, from the Macdonald Rural Schools Fund an allowance will be made to each teacher at the rate of five cents per mile for the actual distance from the teacher's school to the Ontario Agricultural College, to help in meeting travelling expenses going and returning.

These scholarships are open only to persons who already hold Normal Schools Diplomas, or who have had successful experience and hold other diplomas granted in this province.

The object of providing the scholarships is to enable a number of teachers from academies, model schools and elementary schools to take this course, in order that they may be competent to introduce Nature Study in its best form into the Protestant schools of the Province of Quebec at the earliest possible date.

The teachers who secure the scholarships will be expected to teach at least two years in this province after completing the course at Guelph.

Applications will be received by the Secretary of the Department of Public Instruction, Quebec, who will furnish such additional information as may be needed and will arrange for the awarding of the scholarships.

—As no school inspector has, as yet, been appointed to replace the late Inspector McGregor in the district of Huntingdon, and in order that the interests of elementary education may not suffer on account of this delay, the Superintendent of Public Instruction has instructed Inspectors McOuat, Taylor, and Gilman to visit, inspect, and report upon the condition of the Protestant elementary schools in this inspectorate.

The territory assigned to Inspector McOuat comprises the counties of Beauharnois and Chateauguay, and the municipality of Franklin, in the county of Huntingdon.

Inspector Taylor has been assigned the county of Napierville; the municipalities of St. George de Clarenceville and St. Thomas in the county of Missisquoi; the municipality of Lacolle in the county of St. Johns; the municipalities of Havelock and Hemmingford in the county of Huntingdon. To Inspector Gilman have been assigned the municipalities of Godmanchester, Dundee, Elgin, Hinchinbrooke, and St. Anicet in the county of Huntingdon.

Teachers in charge of schools and secretary-treasurers residing in these respective municipalities will communicate with the Inspector, whose duty it is to visit the schools in the municipality, in regard to any difficulty that may arise, or in respect to the closing of the school before the end of the scholastic year.

FRENCH HOLIDAY COURSES.

The second session of the French Holiday Courses will begin on Wednesday, July 5th, 1905, at McGill University, Montreal, and will extend over a period of three weeks.

All teachers of French should avail themselves of this opportunity of perfecting their theoretical and practical knowledge of the language.

The courses will be divided into two Sections, viz., Elementary and Advanced.

The subjects of instruction in the Elementary Section will be :—Pronunciation, Elocution, Reading and Explanation of a French Text, and the elements of Grammar treated in connection with Composition, Conversation. Pupils in this Section are recommended to attend some of the Advanced Lecture Courses on Literature and History.

The teaching will be as much as possible in French.

The subjects in the Advanced Section will be :—Phonetics, Elocution, Composition, Reading and Explanation of a Text, and a Course of Lectures on French Literature. It is also contemplated to have a few short Lecture Courses on Canadian Life, History, and Literature. In this Section the teaching will be carried on entirely in French.

All Lectures will be given in the morning, and the afternoon will be devoted to sightseeing and excursions. For this purpose students will be divided into groups, each group to be under the charge of a French-speaking person.

An examination will be held at the end of the Course, and certificates will be awarded to successful students.

A list of books will be ready in April, and will, on application, be forwarded along with a time-table.

All correspondence to be addressed to

PROF. H. WALTER,
McGill University,
Montreal.

Articles : Original and Selected.

THE REAL WAY TO TEACH GOOD ENGLISH.

Some effort has been made to indict the methods of public school teachers because so many of the children who attend these schools speak such very bad English. It is held up against the teachers in the English classes that a great number of boys and girls make use of such expressions as "I seen," and "I have went," and "I knowed." There must be some laxity within the power of the instructor to correct, according to the critics, that results in these evils. The assertion is unjust to the teachers, and proves rather not that they do not know their business, but that the critics are unfamiliar with the ways of

children. As a matter of fact, in this precise complication we find an illustration of the many perplexities which confront educators who cannot control the environment of the young people intrusted to their care. The most thorough grounding in the principles of grammar is not proof against the usage which prevails in the after-school environment of the child. Correct phrasing, the proper use of words, the simple construction of a sentence—all these things may be taught and hammered persistently into the head of a pupil, who will immediately lapse into the habit of speech of his father or his mother, of his companions on the street, or of the servants of the household. To correct the evil, one must reach the child's companions, whether the parent, the nurse, or the playmate. The teacher can only admonish the child when taken in the act, and, in so far as it is possible to do this, it is done by the men and women who are employed as teachers in the public schools. If parents will be more mindful of their own speech, the tendency toward an incorrect use of English will at least be checked, but it is impossible to hope that by any modification of present-day methods the rising generation may be radically reformed in this particular.—*Harper's Weekly*.

UNETHICAL TEACHING.

One day little Philip came running home from school in high glee. "O, mamma," he said, "we have had such fun in school to-day! A woman came in with a big wheel, and she turned it fast, and asked us questions, and we all 'holler-ed' out something, and it was such fun!"

"What did you 'holler out,' Philip?" asked mamma. "Id'n know, but I 'hollered' just what the rest did." Now Philip is a boy well endowed by nature. He is strong and healthy, and his mind is in harmony with his body, not over-sensitive, but alert to all the sights and sounds that beat against the door of consciousness. He has that eager curiosity common to all young minds in a normal condition, and when something a little out of the ordinary is about to take place he exercises this curiosity to the fullest extent. The conversation with his mother was the result of a color lesson which had just been given to his class in

school. The wheel was for the purpose of showing tints and shades of color. The novelty of the device attracted Philip's attention. The color delighted his eye. He had not been unobservant of color as seen in the sky, the flowers, his mother's dress, and thus there was that essential condition of some similar past experience to attract and interpret the new. The conditions for receiving knowledge seemed to be all right on Philip's side. How was it with the presentation?

In the first place the device was too complex, having a tendency to draw the attention of the pupil to itself, rather than to what it illustrated. Seeing the "wheel go round" was more impressive than the color. The point of the lesson was not referred to, in the account Philip gave his mother. Then the teacher undertook too much, as several colors with their tints and shades were presented in the short space of twenty minutes. There was no individual questioning, and as is usual in concert recitation, a few of the older and brighter pupils "led off," and others chimed in for the pleasure of shouting. If an idea was evolved from the presentation it did not enter the mind with sufficient force to stay there, and the result was that Philip, and doubtless many others, even in putting forth their best effort, failed to gain a new item of knowledge. Now the failure to acquire knowledge is not the most deplorable result of such teaching as has been described. It does not take long to blunt and dull the mind, to render it unresponsive. The failure to test the pupil's interpretation of the matter presented often results in misinterpretation or lack of definite knowledge and, of course, lack of definite thought.

Not only does this kind of training make intellectual growth impossible, but it is positively pernicious in its effect upon moral development. Mental and moral development are inseparable. To think clearly and definitely requires the power to discriminate. With a lack of discriminating power there can be no sharp decisions between right and wrong. Hence the kind of training described above tends to the formation of a weak and vacillating character. Just now there is much said of the teaching of ethics in the schools. The necessity of adding it to the curriculum would be greatly lessened if teachers realized how

much morality there is in clear and definite thinking, and adapted their methods to securing this end. To do this they must study the child and continue the good work nature begins, instead of thwarting it.—*Teachers' Institute.*

HOW TO READ.

Try to carry something from every book you read. If a book is worth reading it is worth remembering. One cannot remember everything; and to each person the things worth remembering will differ according to his tastes and the amount of insight he brings with him. But every one may carry away something, and may thus feel that the book leaves him, to some degree, richer than it found him; that it has helped him to add to his stock in trade, so to speak, of facts or of ideas. If it has not done this, why should one have spent so much eyesight upon it? Why not have given the time to bicycling or baseball, or have lain down upon the grass and watched white clouds flit across the sky?

How to remember the contents of a good book, or at least the best part of them, is a difficult problem, and one which becomes more difficult the older one grows, for the memory is less retentive in middle life than in youth, and the pressure of daily work in a profession or in business tends to clog the free play of intellectual movement in spheres distinct from that work. The most obvious plan is to make notes of the things that strike you most. This involves time and trouble, yet the time and trouble are not lost, for the mere effort of selecting the salient facts, or of putting into a concise form the salient ideas, helps to impress them on the mind, so that they have more chance of being remembered, even should the notes be lost.

If the book belongs to you, it is not a bad device to use the blank sheet or two, which one often finds inside the covers, for making brief notes, adding references to the pages; or if there are no blank sheets, paste in two or three and use them for this purpose. I have a friend, one of the most learned men in Europe, who copies out on slips of paper of a uniform size the best things he finds in the books he peruses, and arranges them in cardboard boxes, also of a uniform size, which form a part of his library, and are a

sort of distilled quintessence of his vast reading. Others find it better to use note-books for the same purpose.

—*James Bryce in The Youth's Companion.*

THE TEACHER.

“The profession of teaching should be made one of the most honorable to be sought by the genius of mankind.

“The best talent of our glorious country should be consumed in the school-room. The safety and general welfare of our country demand that sons and daughters be thoroughly educated. Aristotle said, ‘That which contributes most to preserve the state, is to educate children with reference to the state; for the most useful laws will be of no service if the citizens are not accustomed to and brought up in the principles of the Constitution.’

“We should have teachers whose delight is in unfolding and developing the physical, mental, and moral elements of youth and making him a statue of ideal manhood.”

—*M. Rembrandt Turner.*

Practical Hints.

THE TEACHER'S ATTITUDE TOWARDS HIS PUPILS.

It should be a perfectly frank, honest attitude that will beget confidence. It should be full of sympathy and should stimulate the child to do his best always. It should inspire respect for teachers and self-respect at the same time. Now anything that will prevent these things should be avoided. Sarcasm is one of the instruments sometimes used by teachers that will prevent the existence of good relations. Sarcasm destroys any respect a pupil may have either for the teacher or for himself. It leaves a bitterness and a sting that the pupil never gets over. Sarcasm has absolutely no place in a school. Anger is another attitude that should never be found in a school. The teacher who cannot control himself cannot hope to develop self-control in his pupils. The worst feature after all about the use of sarcasm or giving way to anger, is that it is generally the

slow pupil that suffers. Teachers need to know that scarcely any credit attaches to teaching bright pupils. The teacher's great opportunity lies in awakening into life the latent germ of some slow soul.

—*Fassett A. Cotton, State Superintendent Schools, Indiana.*

NOTES ON DISCIPLINE.

A class that will work well by itself has been well managed.

An orderly changing of places between lessons signifies much regarding a teacher's control of the class.

If children push and crowd in the file there is weakness somewhere.

If the teacher has to talk much about order, there can be no good order.

Public sentiment in school can alone secure perfect discipline, and it requires a great teacher to discipline through public sentiment.

Make no threats.

Be firm.

Be kind.

Be patient.

Be pleasant.

Be self-contained.

Be as perfect as you ask your pupils to be.—*Exchange.*

A CURE FOR LATENESS.

Almost everyone has more or less trouble with lateness. In general it is the fault of the children, but not always, and I would never blame a pupil for this until I had made sure of the cause of his delay. Great injustice is sometimes unintentionally done a child by "scolding" him before the class for that which was wholly beyond his control. Mothers are sometimes careless about getting the children ready in time, or send them on errands that detain them beyond the hour. However, when the children inform their parents regarding the record of lateness that is being kept at school, most mothers will do all in their power to aid the teacher. A method I employed once, and with great success, was that of placing a banner at the head of each

row in which there were no "lates" during the preceding week. I made four little banners, embroidering on each in bright colors the words "On Time." Needless to say, they were most eagerly sought after. Indeed so surely did the device cure the late-comers that the banners soon became fixtures, and very rarely had to be removed.

—*Canadian Teacher.*

QUESTIONS ABOUT A MAP.

Many pupils use maps year after year without understanding their true significance, and how properly to read them. A few questions like the following may help to a better understanding:

1. What is a map? A plan? A chart?
2. What is a picture? How does it differ from a map?
3. Can one have a picture and a map of the same place?
4. What represents the map on the paper?
5. What kinds of maps are there?
6. How many have you in your book?
7. What are hachures?
8. What is a contour map?
9. Which is the best kind of maps?
10. Why is color used in some maps?
11. What country makes the best maps?
12. Do captains of ships use maps or charts? Why?
13. What do you mean by scale on a map?
14. What do the curved lines on the map show? The straight lines?
15. What is the use of dots? Asterisks?
16. Why are the shore lines crooked?
17. How are elevations shown on a political map?
18. Can you tell in looking at a map which way the rivers flow?
19. How are railroads indicated?
20. How are canals indicated? Should the imagination be used when one looks at a map?
21. Is the map the real country, or a few lines used to represent the country?
22. Is position one of the important points shown on a map?

23. What else is shown ?

24. What error appears on a Mercator map ?

—*Goldthwaite's Geographical Magazine.*

—Do but gain a boy's trust ; convince him by your behavior that you have his happiness at heart, let him discover that you are the wiser of the two ; let him experience the benefit of following your advice and the evils that arise from disregarding it, and fear not that you will readily guide him.—*Spencer.*

BUSINESS TESTS FOR GRAMMAR GRADES.

1. Write a telegraphic dispatch, not exceeding ten words, and containing three distinct statements.

2. You are shortly to move into a new store some distance from your present stand. Prepare a circular to be sent to your customers, informing them of the change.

3. You have lost a gold watch. Prepare a notice of your loss to be put up in your village post office.

4. Write five short reading notices of your goods, to be printed in the local column of your village paper.

5. You are in want of a situation as clerk in a grocery business. Prepare an advertisement for the paper, setting forth your desires.—*Teachers' Gazette.*

DONT'S.

Don't worry your pupils with one hundred little rules concerning the things they "must not" do.

Don't spend your time telling them they "must not" do this, and "must not" do that, but simply state in a few words the things you wish them to do, and then see that they are done.

Don't tell them to do one way, and change your mind before they begin. They never thoroughly understand you.

Don't be hasty and impatient.

Don't let little wrongs pass unnoticed.

Don't forget that they are human beings, as well as your brother or sister, and that a little "thank you" is not out of place in a school-room.—*Estella H Weeks.*

—THERE is always a best way of doing everything, if it be to boil an egg. Manners are the happy ways of doing things; each one a stroke of genius of love,—now repeated and hardened into usage.

Your manners are always under examination, and by committees little suspected,—a police in citizen's clothes,—but are awarding or denying you very big prizes when you least think it.—*Emerson*.

—GENTLENESS, cheerfulness, and urbanity are the Three Graces of manners.—*Marguerite DeValois*.

—THE innocent and kindly little arts that make some people as useful and beloved as good fairy godmothers were once upon a time —*Louisa M. Alcott*.

—THE instinct of self-control, of gentleness, of consideration and forethought and quick sympathy, which go to make up what we call good breeding; the absence of noise and hurry, the thousand and one little ways by which we can please people, or avoid displeasing them—are all taught us by our own hearts. Good manners are the fine flowers of civilization. And everybody can have them.

—*Susan Coolidge*.

BLACKBOARD DRAWING.

Every teacher has noted with pleasure the effectiveness of blackboard drawings in teaching, but not every one has observed that they cease to be of value after a few days. The drawings are put upon the board for a purpose, and when that purpose is served they should be removed. Recently we observed some very interesting facts in connection with this work. This teacher had learned that a train of cars is very dear to the heart of every child. One was neatly drawn upon the blackboard and her pupils in the geography class were to find out what it would be loaded with in the various cities and towns, and print the names on the cars. In dealing with our new possessions, Cuba and Porto Rico, ships were drawn instead, and upon the sails were printed the articles carried.

These were left on the board only a few days and new ones took their places. That was the wise thing to do.

The boys carried this so far that the name of the road was indicated by its initials on the engine, while the names of the ships were also properly shown. These drawings should be equal to the best that the children can do to be helpful to them in reproducing upon slates or tablets. Use pictures to illustrate whenever possible, but keep them fresh and full of suggestion.

Teachers often feel a timidity in attempting this work, but it can be done by every one after a little practice, and should be done whenever possible. There is much knowledge gained through unconscious absorption, and in their sitting and musing over these pictures, many a child gets facts that fail through more pretentious methods.

—*Selected.*

—ALWAYS ask your question first, and then name the pupil you wish to answer the question. In this way you keep the attention of the whole class, and make the whole class prepare the answer. Too many teachers call on the pupil before asking the question, thus giving an opportunity to all the pupils, save to the one reciting, to pay attention or not as it pleases them —*Selected.*

TEACHING THE MULTIPLICATION TABLES.

BY B. E. C. D.

I find that nothing helps so much in the school-room as a healthy spirit of rivalry. One day last June when I found that the interest of the class was waning, I said to my pupils: "We had these problems this morning. Now I am going to see who can give me the best recitation, the boys or the girls." I wrote two headings upon the blackboard, one for the boys, the other for the girls. I then called upon them alternately to recite, and when a correct selection of a problem was given, a credit mark was made in the proper column. At the end of the lesson the number of credit marks were counted and great interest was shown in finding which side had won the game.

After this the children often asked if they could recite their arithmetic to see who would "beat" the other. If desired, the class may be divided into sides, just as it is done in spelling matches, and each side may have a captain. When there are not the same number of boys as there are

girls this would be more desirable. These "matches" are a wonderful help in helping children through the necessary drudgery of learning the tiresome multiplication tables.

Here is another method that my pupils greatly enjoy. I draw a tree on the blackboard with colored crayons, using brown crayons for the trunk and branches and green crayon for the leaves. On each leaf I write with a gray colored crayon a number combination such as 9×7 , 11×12 , etc. I then call on a pupil to be the wind and to see how many leaves he can blow off of the tree. As fast as he gives the right answer I erase the leaf on the tree and draw it again at the foot of the tree. I am planning to make a number chart from large sheets of manilla paper. On one sheet which will be pasted on a piece of cloth I shall draw a tree and shall arrange to have the combinations written on colored paper leaves. These leaves will have little loops so they can be hung on little bent pin hooks which will be fastened to the chart. The children can then take them off from the hooks when they "blow" them from the tree, and the work of doing this will add to the interest of the recitation. The making of the leaves will be a fine exercise in paper cutting. The combinations will be written on slips of white paper and a slip pasted to each leaf. I shall prepare a set of leaves for each multiplication table. I plan also a set of busy work cards for each pupil to accompany this chart. Each child will be given a set of tiny card board leaves, half of them will have the combinations and the other half the answers. These the children are to match upon their desks, following the order of the combinations given on the leaves on the chart.

---*Normal Instructor and Teachers' World.*

—FAVORING circumstances rarely bring out the best in anybody. Fair weather is no test of a ship's strength. The bright pupil is no test of the teacher's ability. If one is at his best only when everything goes well, one's best needs to become a great deal better. Fair-weather success is a hot-house growth, and the world is not a hot-house. It is the dull pupil who proves whether the teacher can really love. The "off year" in business is the year that weeds out the weak and incapable, and that shows to the businesses which survive wherein lies their real strength and their real weakness. Let us rejoice at every test that

comes to us. Let us not be deceived by our fair-weather successes.—*S. Times.*

—A PROMINENT public school inspector says that he has observed one almost infallible sign pointing to the excellent teacher. This is the quality and quantity of tone used in addressing pupils. So sure is this a test that, he says, the right sort of voice means certain promotion. Reasons for this are evident. An even, well controlled voice of pleasing quality shows that the user of the voice has acquired self-control; and the self-controlled person is the one who can control others. Here is a hint worth dollars to hundreds of teachers; cultivate your speaking voice, and try to have it indicate a corresponding control over your entire physical, mental, and spiritual organism. The effect of the cultivated voice is not merely to soothe, but also to charm, and no small part of its influence lies in the imitation which, unconsciously, it inspires.—*Popular Educator.*

Memory Gems.

Money, talent, rank—these are keys that turn some locks; but kindness or a sympathetic manner is a master key that can open all.—*Selected.*

A man's own good breeding is the best security against other people's ill-manners — *Lord Chesterfield.*

Courtesy is not merely politeness, but politeness combined with kindness.—*Elizabeth R. Scovil.*

Manners are the shadows of great virtues -- *Whately.*

I know a little girl, and who she is
I'll tell you by-and-by;
When mother says, "Do this," or "that,"
She says, "What for?" and "Why?"
She'd be a better girl by far,
If she would say, "I'll try."

—*Selected.*

I sent my soul through the Invisible
Some letter of that After life to spell—
And by and by my soul returned to me,
And answered—"I, myself am Heaven and Hell."
—*Rubaiyat of Omar Khayyam.*

Strange is it not that of the myriads who,
 Before us passed the door of Darkness through,
 Not one returns to tell us of the Road,
 Which to discover we must travel too.

—*Rubaiyat of Omar Khayyam.*

The earthly Hope men set their hearts upon,
 Turns ashes--or it prospers; and anon,
 Like Snow upon the Desert's dusty face;
 Lighting an hour or two was gone.

—*Rubaiyat.*

God's ways seem dark, but soon or late,
 They touch the shining hill of day;
 The evil cannot brook delay,
 The good can well afford to wait.

—*Whittier.*

Dare to be true. Nothing can need a lie;
 A fault, which needs it most, grows two thereby.

—*George Herbert.*

A prince can make a belted knight,
 A marquis, duke, and a' that;
 But an honest man's aboon his might.

—*Robert Burns.*

How shall I a habit break?
 As you did that habit make.

—*O'Reilly.*

A SONNET IN QUOTATIONS.

The sonnet which follows has been sent to us by an ingenious contributor, who has compiled it from the works of thirteen well-known writers. Who were the thirteen?

- "The curfew tolls the knell of parting day,"
- "The vapors weep their burthen to the ground,"
- "The lone and level sands stretch far away;"
- "Nothing but plain to the horizon's bound."
- "The holy time is quiet as a nun;"
- "Oh! deep-enchanted prelude to repose!"
- "Last in the shadows when the day is done,"
- "The toil-worn cotter from his labor goes."

“The moon is rising, broad, and round, and bright;”
 “Mother of light! how fairly dost thou go!”
 “All sleeps in sullen shade or silver glow,”
 “Within the hollow silence of the night;”
 “And lovers loitering wonder that the moon
 “Has risen upon their pleasant stroll so soon.”

—*London Journal.*

“Honor thy father and thy mother.”—*The Bible.*

“Every day is a fresh beginning—
 Every morn is the world made new.
 You who are weary of sorrow and sinning--
 Here is a beautiful thought for you,
 A thought for me and a thought for you.”
 --*Susan Coolidge.*

Fake friendship, like the ivy, decays and ruins the walls it embraces; but true friendship gives new life and animation to the object it supports --*Burton.*

In the grammar of Life the great verbs are To be and To do.—*John A. Stuart.*

Life is to be fortified by many friendships.—*Sydney Smith.*

The Funny Column.

—“HAVEN'T you any ambition to work as your father did at your age?”

“Certainly not,” answered the gilded youth. “If I were to work what would have been the use of father's working?”
 —*Washington Star.*

—“THERE'S nothing like perseverance; it wins out in the long run.”

“Not always; did you ever see a hen on a porcelain egg?”—*Brooklyn Life.*

THE BREAKFAST FOOD FAMILY.

John Spratt will eat no fat,
 Nor will he touch the lean.
 He scorns to eat of any meat;
 He lives upon Foodine.

But Mrs. Spratt will none of that ;
 Foodine she can not eat.
 Her special wish is for a dish
 Of Expurgated Wheat..

To William Spratt that food is flat
 On which his mater dotes.
 His favorite feed—his special need—
 Is Eata Heapa Oats.

But Sister Lil can't see how Will
 Can touch such tasteless food.
 As breakfast fare it can't compare
 She says, with Shredded Wood.

Now, none of these Leander please ;
 He feeds upon Bath Mitts,
 While sister Jane improves her brain
 With Cero-Grapo-Grits.

Lycurgus votes for Father's Oats ;
 Proggine appeals to May ;
 The junior John subsists upon
 Uneeda Bayla Hay.

Corrected Wheat for little Pete ;
 Flaked Pine for Dot, while "Bub,"
 The infant Spratt, is waxing fat
 On Battle Creek Near Grub.

—*Chicago Tribune.*

—A WOMAN always seems to be able to get a great deal of satisfaction out of boasting that her husband fell in love with her at first sight, even if he has grown cool on further acquaintance.

—' WHY do you call your race horse "Casabianca" ?'
 ' Because nothing seems to be able to get him away from his post !' —*New Orleans Times-Democrat.*

—It frequently happens that a man who pays as he goes doesn't go very far.

SOME QUEER ANSWERS.

School examination papers still continue to furnish amusement for the examiners. An English paper gives some answers received in an examination on historic subjects. They are as follows:—

“John Wycliffe invented gun-powder and discovered magnifying glasses.”

“Wat Tyler ‘was a kind of descendant to that of Wycliffe of the same nature.’”

“Wat Tyler started the poll-tax, and Richard II. rode at him and struck him with a poleaxe.”

“Magna Carta said that people should not be imprisoned for debt if they had enough money to pay it off.”

“Simon de Montfort was called Simple Simon.”

“Wat Tyler pillaged the Crystal Palace.”

“The battle of Hastings was fought at Shrewsbury.”

“Richard I. was killed at Fort Chabrol in France.”

“The Black Prince is always the eldest son of the King of England.”

“The Court of Common Pleas should be stationary and go through each county four times a year.”

“Magna Carta said that Common Pleas should not be carried about on the King’s person.”

“At Bannockburn the Scotch placed honeycombs in the ground, which threw the English into confusion.” (The real meaning is, of course, that the ground was honey-combed with pits.)

“The Black Prince extinguished himself at Crecy: he afterwards returned home shagtered with health and debts.”

“Wat Tyler ‘led the pheasants’ revolt: he himself a pheasant.’”

“Richard I. was taken prisoner by the Duke of Austria; he was afterwards ransacked.”

The following is from a Euclid paper:—

“An angle is the exclamation made by two lines on meeting in a plain.”

NO MAN FOR A FUSS.

A Fifeshire farmer gave his herd laddie, Jamie (a half wit), a ticket to admit him to a sacred recital in a neigh-

boring town, to be given by local talent, and told the lad to be sure and enjoy himself.

The farmer was greatly surprised to find his servant in the kitchen long before the conclusion of the performance, and upon asking him why he had returned from the recital, Jamie replied :

“ Weel, maister, ae man yonder began to sing, ‘ I’m the King of Glory ;’ then anither said he ‘ was the King of Glory,’ and when I saw three ithers standin’ up an’ sayin’ they were ‘ the Kings of Glory,’ I kent there was to be a fecht, so I cam awa’ an’ left them to finish it amon’ themselves.”—*Dundee Advertiser*.

--TESS—I heard him say he felt rather encouraged because you left the gas turned low in the parlor when he called.

Jess—How foolish of him ! One needs a dark room to develop a negative.—*Philadelphia Post*.

“ --WHAT is the chief product of the United States ?” asked the teacher in a European school.

And without hesitation the bright pupil replied :

“ Money.”—*Washington Star*.

—A LITTLE boy was asked where a spider got the thread to make his web, answered ;

“ It’s the raveling of his shirt. I saw him take it off.”

—“ WHAT bird is called the bird of freedom in America ?” asked the teacher.

“ The turkey.” answered the boy at the foot of the class, who was thinking of his Thanksgiving dinner.

—HOPE deferred maketh the heart sick and the creditor annoying

—MANY a slip twixt the heel and the empty banana.

—HE who fights and runs away will live to run another day.

—IF wishes were horses nobody would hang to a street car strap

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, February 24th, 1905.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; the Hon. Sydney A. Fisher, B.A., M.P.; the Hon. J. K. Ward, M.L.C.; J. C. Sutherland, Esq., B.A.; the Rev. E. I. Rexford, M.A., LL.D.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff, Esq., LL.M., K.C.; the Hon. J. C. McCorkill, K.C., M.P.P.; James Mabon, Esq., B.A.

Apologies for the enforced absence of James Dunbar, Esq., K.C., D.C.L., and H. B. Ames, Esq., B.A., M.P., were submitted.

Announcement of J. C. Sutherland's appointment as a member of the Council of Public Instruction, to replace the late Dr. C. L. Cotton, was made, and Mr. Sutherland was welcomed to the meeting.

The minutes of the last meeting were read and confirmed.

The Secretary reported that the unfinished business is provided for in the agenda paper. He announced also the death of Inspector James McGregor.

The sub-committee on academy work in model schools submitted its report, which was recommitted with instructions to report on restrictions adopted at meetings held in February and October, 1901. The Secretary and the Inspector of Superior Schools were requested to act with the sub-committee.

The sub-committee on applications for diplomas under special conditions upon certificates already held submitted a report. It was ordered that diplomas be issued to the following persons on fulfilment of the conditions mentioned in the report:—Messrs. Henry C. Lamsdale, W. J. Mes-

senger, B.A., Frank O. Call, R. C. Eakin, W. T. Hawkings, B.A., Misses Jane K. Stables, Myra M. Bouchard and Winifred Manson.

The Secretary reported that an examination had been held for candidates for the Inspector's Certificate of Qualification. The examiners recommended that First-Class Certificates be granted to Mr. George Fuller, B.A., and Mr. James Mabon, B.A., and that a Second-Class Certificate be granted to Mr. James A. Macgregor, B.A.

After consideration the recommendations were approved.

The following digest of the report of the Inspector of Superior Schools was read by the Chairman :—

“ Reports of eleven superior schools were submitted at the last session of the Protestant Committee and left over for further consideration. Since then the Inspector has visited 28 other schools. The general condition of these 39 schools is comparatively satisfactory, but several called for definite and urgent action. Mr. Parker in these cases has wisely initiated the plan of having the attention of School Boards drawn at once, through communication from the Department, to the defects or irregularities reported, so saving time by not waiting for formal action by the Protestant Committee, which still may make such further representations as it desires.

“ Copies of the correspondence are herewith submitted, drawing the attention of School Boards to the following matters :—

Crowded schools,—Shawville (new school recommended), Bury, Robinson, Windsor Mills, Buckingham. Repairs needed.—Beebe Plain (new school recommended), Cookshire. E. Hatley, Waterloo. Teachers without diplomas,—the Principal at Quyon and the elementary teacher at Bishop's Crossing.

“ The Inspector reports that the following school boards have carried into effect the recommendations made by him last year :—East Angus, Granby, Bedford, Mansonville and East Stanbridge.”

The sub-committee on the course of study submitted a report which after amendment was adopted in the following form :—

“ After a careful consideration of the ‘ Course of Study,’ your committee respectfully recommends that the following changes be made :—

“ 1st. That eighty pages of ‘Sykes’ Elementary Composition be added to the work in English in Grade II. Academy, alternative to West.

“ 2nd. That in order to meet the suggestions of the University to make History and Geography compulsory subjects after 1906, British History should form a subject in Grade II. and Grade III. Academy, and that Greek History and Collier’s Great Events be dropped out of Grades II. and III. Academy after 1906.

“ 3rd. That after 1906, Physics and Chemistry (Gregory and Simmons) be dropped in Grades II. and III. Academy, and Physics as found in ‘Gage’s Introduction to Physical Science’ be taken instead. (Chapters 1 to 5 inclusive, to be divided between Grades II. and III.)

“ 4th. That after June, 1905, the work in Chemistry for Grade II. Academy will comprise chapters one to ten inclusive in Remsen’s Chemistry.

“ 5th. That in Grade II. Academy six subjects be the minimum number that may be taken by any pupil in the Grade, and eight subjects be the maximum number. Teachers are to be instructed not to send in more than eight subjects from any pupil. Credit will be given for all marks taken by pupils in this grade who comply with the above requirements.

“ 6th. It is also recommended that Grafton’s Graded Exercises in Arithmetic, and Curtis’ Oral Lessons in French be placed on the Course of Study as suitable text-books for elementary schools.

Grade I.—Grafton’s Exercises in Arithmetic. Parts I and II.

Grade II.—Grafton’s Exercises, Parts 3 and 4. Curtis’ Oral Lessons, Part I.

Grade III.—Grafton’s Exercises, Parts 5 and 6. Curtis’ Oral Lessons, Part II.

Grade IV.—Grafton’s Exercises in Arithmetic, Parts 7 and 8. Curtis’ Oral Lessons in French, Part III.

“ 7th. That the number of marks given for French should be increased, and to that end a conference should be held with the Matriculation Board, and that at such conference the methods of teaching now followed in the Academy Grades should be considered.”

The Secretary reported that he had sent a circular letter to all the school boards controlling academies and model

schools, asking what date they prefer for the June examinations, and that the replies were as follows:—Thirteen academies prefer a later date than usual and three prefer no change. Of the model schools fourteen wish a later date and seven desire no change. The majority prefer a date about the 15th of June.

An application from Inspector Gilman for a transfer to the inspectorate made vacant by the death of Inspector James McGregor, was submitted by the Superintendent of Public Instruction, when it was moved by Mr. Shurtleff, seconded by Professor Kneeland, and

Resolved,—That the Government be respectfully requested whenever making new appointments to consider the claims of the older Inspectors, who have done good service, to be transferred to easier districts, and that this Committee express the opinion that Inspector Gilman's work as teacher and Inspector is such as to entitle him to special consideration in this instance.

Dr. James Robertson appeared before the Committee on behalf of Sir William Macdonald, and addressed the Committee upon the nature and progress of the educational work which has been undertaken and which is in contemplation through the benefactions of the latter.

A sub-committee, consisting of the Hon. Messrs. Fisher and McCorkill, Alderman Ames, Dr. Peterson, Dr. Robins and Dr. Shaw, convener, was appointed to meet Sir William Macdonald at an early date.

The Chairman was requested to convey to Sir William the Committee's high appreciation of his substantial interest in education as so often shown.

The thanks of the Committee to Dr. Robertson were expressed by a vote of the Committee.

The Secretary asked that his salary of \$250 per annum be increased to \$400, beginning with the current fiscal year, in order to equal the salary of his colleague, the French Secretary. The request was acceded to.

Petitions from various model schools to be raised to higher rank were submitted, and the Secretary was instructed to produce the documents again with a report of the Inspector of Superior Schools at the September meeting, when such matters can be best considered.

The sub-committee on the distribution of the Poor Municipality Fund made a report and recommended the distri-

bution of the funds in accordance with a list which it submitted.

The total amount available for Poor Municipalities this year was \$8,119.87, and was derived from the following sources :—

Protestant share of the Legislative Grant of	
\$13,000	\$1,658 00
and of supplementary grant of \$7,000	893 00
One-half of the Marriage Licence Fees, as voted	
by the Protestant Committee	4,568 87
Government Grant mentioned in the appropriation for Superior Education	1,000 00
	<hr/>
Total	<u>\$8,119 87</u>

This amount is \$772.59 in excess of the fund for last year, the increase being accounted for by the fact that a larger amount was received this year from the Marriage Licence Fees than ever before.

The report was adopted.

The sub-committee on the University School Examinations reported as follows:—

“Your sub-committee, consisting of Dr. Shaw (convenor), Dr. Robins, Rev. Mr. Love, Mr. Shurtleff and Dr. Rexford, was appointed under the following minute, November 18, 1904:—

“That in view of the representations submitted to the Committee by the deputation from the two universities concerning the conduct of the A.A. examinations as leaving examinations for the schools of the Province, a sub-committee be appointed to consider the whole question in the light of these representations, to confer with the University authorities with a view of providing such modification in existing regulations, if such should be found necessary or expedient, as will enable the A.A. examinations to be conducted according to the present plan and to the satisfaction of the two Universities concerned.”—Carried.

“Your sub-committee desires to report that it has held three meetings, two in Montreal and one in Quebec. Your sub-committee had before it for consideration:—

“(a) Representations from the University of Bishop's College concerning its relations to the work of the A.A. examinations.

“(b) The following suggestions from the Corporation of McGill University, generously made with a view to the harmonious working of the present plan of the A.A. examinations:—

“1st. That in the Annual Report of the School Examinations, instead of the heading McGill University, Montreal, prominence should be given on the outside of the cover (as is even now carefully stated in the introductory paragraph) to the fact that the examinations are ‘under the control of the Protestant Committee of the Council of Public Instruction.’

“2nd. That the name McGill be deleted from the headings of the diplomas, leaving instead of McGill University School Examinations simply ‘University School Examinations,’ or any other title that may commend itself to the Protestant Committee.

“3rd. That instead of the signature of the Vice-Chancellor of McGill University there should be appended to the certificate the signature of the English Secretary of the Protestant Committee.

“4th. That in place of the seal of McGill University a corresponding seal be attached to the certificate on the part of the Protestant Committee.

“The above modifications are recommended with a view to meeting the difficulty which has arisen from the statement that pupils are biased in favour of McGill University by the fact that the certificate bears the name of that university alone.

“It was further resolved that Bishop’s College be expressly confirmed by the Protestant Committee in its privilege of access at all times to the records of the examinations as kept by the Matriculation Board.”

(Signed,)	W. PETERSON,
“	CHAS. E. MOYSE,
“	H. M. TORY,
“	J. A. NICHOLSON.

McGill University,
Montreal, November 16th, 1904.

“(c) Certain customs not included under the regulations which the Matriculation Board has observed in the interests of the examinations, such as the practice of filling the

tabulated results of the A.A. examinations in the Department of Public Instruction.

“ Your sub-committee desires to place on record its appreciation of the generous spirit in which the authorities of McGill University have co-operated in the effort to remove any reasonable cause of dissatisfaction with the method of conducting the leaving examinations of the superior schools of the Province. In fact, the recommendation of your sub-committee will be found to be little more than an orderly and systematic collating of the modifications suggested by McGill University with existing regulations.

“ Your sub-committee submitted copies of its provisional report for the consideration of the authorities of the two universities, in accordance with its instructions.

“ Representations have been received from both universities and have been carefully considered.

“ In the final draft of this report, now submitted for your approval, your sub-committee is pleased to find that it has been able to meet nearly all the suggestions submitted by the universities.

REPORT OF SUB-COMMITTEE ON UNIVERSITY SCHOOL EXAMINATIONS.

That the following memorandum concerning the A.A. examinations be recommended for adoption by the Protestant Committee as superseding the minute of May 18th, 1900 :—

1. That the University School Examinations be the leaving examinations of Grade III. Academy.

2. That these examinations shall continue to be known as the “ University School Examinations.” They shall be conducted by the Matriculation Board of McGill University as enlarged by the addition of two assessors appointed to represent the teaching profession, with the addition for this purpose of the following associate members :—

(a) Two members of the teaching staff of the University of Bishop’s College, appointed by the Protestant Committee on the nomination of the college council.

(b) The Secretary of the Protestant Committee, the Inspector of Superior Schools, and one additional member appointed by the Protestant Committee and qualified by experience to take part in the actual work of examination.

Associate members shall have all the powers and privileges of ordinary members in regard to matters affecting the interests of schools under the control of the Protestant Committee.

3. The arrangements for and conduct of these examinations are, as heretofore, to be in accordance with the regulations of the Protestant Committee. The date of these examinations and the course of study and text-books upon which they are based shall be determined by the Protestant Committee after consultation with the Matriculation Board.

4. That "University School Examinations" shall be the official heading for all reports, examination papers, certificates and other blank forms connected with the examinations.

5. That the certificate issued to successful candidates shall be signed by the Secretary of the Protestant Committee and stamped with the seal of the Committee.

6. That an annual report be made to the Protestant Committee giving the membership of the Matriculation Board and the results of the examinations. The tabulated results of the examinations shall be filed in the Department of Public Instruction.

7 That the foregoing provisions with the existing financial arrangements shall be continued until terminated by a year's notice, either by the Protestant Committee or by McGill University. The University of Bishop's College shall have the right of withdrawal on giving a year's notice.

8 That McGill University be represented at the Grade II. Academy examinations by one examiner in Mathematics and one in English, the examinations to be held at Quebec or Montreal, as may be decided in the future.

That the Secretary be instructed to send a copy of the report to the authorities of the two universities, asking for the concurrence in the action of the Committee.

The report was adopted.

A reference from the Provincial Secretary of an application from the Provincial Board of Health for the enacting of a law to empower school municipalities to provide for medical inspection, was submitted.

It was resolved that this Committee feels the importance of the question now raised, and would respectfully recom-

recommend that provision be made by law for medical inspection of schools at the option of the local school boards.

The sub-committee to prepare for the June examinations was appointed as follows :—Professor Kneeland, Dr. Rexford and Mr. Mabon.

An application from Inspector McOuat for a change of the limits of his district, in order more nearly to equalize the work, was submitted.

The Secretary was instructed to prepare a statement for the consideration of the Committee at a later meeting.

The Financial Statement for the six months ending December 31st, 1904, was presented and accepted.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE
OF THE COUNCIL OF PUBLIC INSTRUCTION,
ENDING DECEMBER 31ST, 1904.

Receipts.

1904.			
July	1.	Balance on hand	\$ 651 41
		Unexpended balances	2,570 95
			<hr/>
			\$3,222 36

Expenditure.

1904.			
July	5.	Inspector J. Parker, salary	\$ 125 00
"	"	G. W. Parmelee, salary	62 50
"	"	Assistant Examiners	772 80
"	"	Carried to credit of Petty Cash	85 00
"	"	Travelling expenses of the Secretary.	42 20
"	13.	S. Clay, Acting-Bursar, A. A. examinations	500 00
Aug.	15.	Inspector J. Parker, salary	125 00
"	26.	G. W. Parmelee, for Central Board of Examiners	200 00
Sept.	28.	Inspector J. Parker, express, postage, &c	71 28
Oct.	1.	G. W. Parmelee, salary	62 50
"	6.	T. J. Moore, supplies for Inspector of Superior Schools	38 95
"	28.	Chronicle Printing Co., minutes and tabular statements	42 00

Nov.	29.	F. C. Wurtele, cleaning, &c., room used for June examinations	\$ 14 00
Dec.	10.	G. W. Parmelee, salary	62 50
"	31.	Balance on hand	1,018 63
			<hr/>
			\$3,222 36

Special Account.

1904.			
July	25.	City Treasurer of Montreal.....	\$2,000 00

Contra.

1904.			
July	25.	Dr. S. P. Robins for Normal School..	\$2,000 00

Audited and found correct.

WILLIAM I. SHAW,
Chairman.

Resolutions from the Protestant Teachers' Association were read. Those relating to the course of study had already been considered and acted upon. The others were filed for consideration after further information from the Secretary.

The Secretary laid on the table samples of Brown's First Lessons in Language and Grammar which had been sent with a view to authorization, and circulars from McGill concerning the Summer School in French.

It was decided that the Chairman should summon a special meeting to be held in Montreal should he consider it necessary to do so, and that the next regular meeting should be held in the Department of Public Instruction, Quebec, on Friday, the 19th day of May next, unless called earlier by the Chairman.

The rough minutes were read, and the meeting adjourned.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Change in limits of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd of March, 1905, to detach from the school municipality of "Saint-Germain de Grantham," county of Drummond, and to annex them to the school municipality of "Saint-Eugène de Grantham," in the same county, the lots bearing the following Nos., namely: the lots from and including lot No. 1311 to and including the lot No. 1337; from and including lot No. 1377 to and including lot No. 1400 of the official plan and book of reference of the cadastre of the township of Grantham.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1905, to erect the ranges 1, 2, 3, 4 and 5 of the township of Addington, county of Ottawa, into a school municipality, by the name of "Addington." These ranges do not form part of any school municipality.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th March, 1905, to detach from the school municipality of Upper Litchfield, county of Pontiac, the following lots of the official cadastre, namely: Nos. 1, 2 and 3 of the IInd range, and the front halves of lots 21 and 22 of the IVth range of Litchfield, and to erect this territory into a distinct school municipality, by the name of Campbell's Bay, for Protestants only.

The foregoing changes will take effect on the 1st of July next, 1905.

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OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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1905.**

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PROVINCE OF QUEBEC.

No. 4.

APRIL, 1905.

VOL. XXV.

Articles : Original and Selected.

PHYSICAL EXERCISES IN SCHOOLS.

A gentleman who had been a teacher, who was a parent, and member of the school board, recently said: "I find myself more and more charitably inclined toward those burdened with school responsibility." It is true that teachers and pupils are perplexed and annoyed by the variety of subjects prescribed. The average school program requires children to hop, skip and jump from subject to subject through an almost interminable program, and yet the cry is "Make room for more." If physical exercises are to be, as Governor Patterson of Pennsylvania says they are "an added branch of study," then in the name of all that is good and true let them not be introduced.

So far from being an added burden, they are made necessary because of the burdens. One great demand of the age is that the mind be directed with such delicacy that it shall not be unduly stimulated. It must be cultured with thought upon its greatest ultimate vigor when the physical system is perfect as a reserve. The teacher who gets good results in reading, writing, and the tables, by dwarfing the body, cramping the limbs, and bending the shoulders, as he spurs the child on, inciting and arousing the mind to activity beyond all reason, is guilty of serious indiscretion. It is unnatural, unhealthy, enervating to body and mind for a child to sit rigidly at a desk, bending over book or slate for

an hour and more, fearing to rest himself lest he disobey the rules. Much as the mind and heart need early cultivation, the youth-life is the formative period of the *physical life* of man. The intellect can be trained *after* the body is matured. Men reform *morally*, late in life, but the physical life is *fixed before manhood*. Bowed shoulders, cramped lungs, ruined eyes, weakened backs, are seldom or never restored in after-life.

Our schools have no right to impair, warp or check the physical life of the child upon any plea of higher necessity. It must hold itself responsible for the highest possible improvement of the body. Whoever is responsible for the bad drainage, filthy out-houses, and faulty ventilation of school-rooms, which eventuate in the ruined health of children, ought to be indictable; and not only they, but whoever lays out a course of study with no definite reference to the physical necessities of the child, as well as the teacher who cruelly holds the little children to their tasks, neglecting to supply such physical exercises as call into action the various muscles of the body, prompting such circulation as shall renew the physical strength, freshening and stimulating thought. The recess-life of the playground does this for the few in good weather; but it is a notorious fact that the undirected recess is utilized, physically, only by the older, hearty, robust boys and romping girls, who have less need of such exercise, while the frail girls and over-studious boys loiter in the entries, or saunter aimlessly about the yard. Most small children demand physical exercise so directed and conducted as to keep every child vigorous, fresh, and animated.

Physical exercises have disciplinary advantages, especially in the higher grades. It is the discipline of the school that annoys, wears out and finally breaks down the teacher. Teaching in itself seldom causes serious mental or nervous exhaustion, but when it is woven with the discipline, it is, perhaps, the most wearing work in the world. No one can estimate the strain upon the nerves of a teacher who attempts to impart knowledge and find out how much the class has learned, amid the whirl and whirl of a school-room in which fifty pupils blend their inevitable annoyances, when the discipline is lax. The only wonder is that a larger per cent. of our teachers are not rumped

and ruffled in their dispositions when we consider the myriad ways in which the serenity of the school-room is disturbed. It is no wonder that some teachers are chronically fretful, the only wonder is that there are *any* who are not.

Well managed physical exercises are a direct and positive aid to the teacher in her work of discipline. The commander of a military camp has little or no trouble with the discipline of his men if he has them frequently in line for drill. Soldiers are naturally mutinous during the weary days of camp-life, but if they are brought into line for company and regimental drill every day there is little trouble.

The successful commander, when he sees a spirit of mischief or mutiny among his men, does not invent punishment but increases the drill exercise. There is that in the very atmosphere of obeying orders *in unison* which imparts a spirit of loyalty. The teacher who learns the art of calling up the school for gymnastic drill when a spirit of mischief is abroad, instead of fretting, scolding and meeting out petty punishment, will soon find himself gaining easy control.

But the chief value of physical exercises is their intellectual influence. While the school is expected to teach facts and give diplomas which guarantee that the pupil has a respectable amount of exact knowledge, yet, its chief work is to *inspire* the pupil with a *love for the acquisition* of knowledge. It takes no great discernment to see that a love for acquiring knowledge is worth infinitely more to a child than any amount of definite knowledge with no relish for further acquisition. The teacher may succeed in teaching a boy to explain division of fractions, and drill it into his head until he understands it, but if, in so doing, she has by fretting, scolding and sarcasm made him rebound from all love of knowledge, she has done a greater mischief than she can repair. Whatever, therefore aids the teacher in commanding the confidence, respect and affection of the pupils for herself, for the school, and for teaching, is an inestimable blessing.

Gymnastic exercises very generally aid to such a result. However much a regiment dislikes its commander in person or in camp regulations, they always admire him in drill if

he be an efficient leader. The teacher who has the tact to close a lesson in which she has had to bear down on the class severely, or to close a wearisome session of the school with an enthusiastic exercise in gymnastics has learned how to rob the children of their antagonism to herself or their work.

Physical exercises are not a cure for all the ills the teacher is heir to, but within the limits which common sense sets, they meet a universal demand for greater attention to the physical necessities of youth. They quicken, freshen and invigorate the mind for its best work; make the pupils easy and graceful in manner and carriage, erect and healthy in form; become a means of discipline at once agreeable and efficient; and inspire the pupils with a relish for the school and its duties by keeping mind and body fresh and vigorous.—*Journal of Education*.

TRAINING THE CHILDREN TO THINK.

These are the days when a great deal is said about thought force and the wonderful results which can be obtained through controlled thought. While it is true that many people who study into this subject go to ridiculous extremes, it is also true that they recognize the most important lesson in life to be learned and that is, that one's thoughts can and must be controlled. Formerly children were taught that they should control their words and actions, and very little was said to them about the importance of controlling their thoughts. To-day we have awakened to the need of teaching children that they must refuse to allow wrong thoughts to enter and remain in their minds. Tell the children the story of that wonderful island in an unknown sea whose inhabitants were all mind readers, and who had no need of a spoken language because they could read each other's thoughts, and they had no fear of having their thoughts known, for they had been taught when children to guard their thoughts just as children here are taught to guard their speech. Ask them to try to imagine that they are living on that island, and to try to think on such thoughts as they would be willing every one should know.

Besides teaching children the importance of allowing

good thoughts to enter and remain in their minds, they should be taught the importance of learning to concentrate their minds. Tell them that Napoleon said that his mind was like a cabinet of drawers, when he wished to think upon a certain subject he imagined himself pulling out the drawer which contained all the information he possessed upon that subject. Ask the children to imagine that they have a cabinet in their minds just as Napoleon imagined he had, and tell them to file away all their facts neatly in the drawer in which it belongs in this cabinet. Encourage them to learn their lessons in the shortest time, tell them of famous men who trained themselves to read a lesson just once and to know it. Tell them the story of Senator Boutwell, who made a wager to learn a difficult poem in a certain number of minutes, while the students around him made all the noise they could on purpose to try to distract him, and he won the wager. A teacher who can arouse in pupils the desire to learn a lesson in the least possible time will have accomplished for them something which will be an invaluable help to them all their lives.—*Prunary Plans.*

A CHILD AS A QUESTIONER.

A child is a born questioner. He does not have to be trained as a questioner. Before a child can speak his questions, he looks them ; and when he can speak them out, his questions crowd one upon another for expression, until it would seem that if we were to answer all his questions we would have little time for anything else. The temptation that comes to us, whether we be parent or teacher, is to repress the child rather than to train him. Here is where we may lose or undervalue a golden privilege. The beginning of all knowledge is a question. All progress in knowledge is a result of continued questioning. What ? Why ? These are the starting-points of investigation and research to both old and young ; questioning is the expression of mental appetite. He who lacks the desire to question is in danger of intellectual starvation. Yet, with all the importance that, on the face of it, attaches to a child's impulse to ask questions, it is true that we take far more pains to check children in their questioning than to train them in their questioning.

By showing our disapproval of his questions, sooner or later the child comes to feel that the fewer questions asks the more of a man he will be; and so he represses his impulse to inquire into the nature and purpose and meaning of that which newly interests him, until, perhaps, he is no longer curious about that which he does not fully understand, or is hopeless of receiving satisfaction concerning the many problems which perplex his wondering mind. By the time he has reached his youth, he who should be full of questions in order that he might have knowledge, seems to be willing to live and to die in ignorance rather than to make a spectacle of himself by multiplying questions that may be an annoyance to others, or that may be deemed a source of discredit to himself. The most common excuse that has come to us in the study of this question is the want of time. We observe, however, that it takes time to feed a child, to wash it and to dress it; but it also takes time to select food for the child's mind. It is much easier as well as much more common, besides being more imposing, for just to talk to a child on a subject which we do not understand and which the child does not, than it is for us to be questioned by the child on a subject full of interest to him and of which he desires to know.

That there ought to be limitations to a child's privilege of questioning is evident; every privilege, like every duty, has its limitations. But the limitations of this privilege ought to be as to the time when questions may be asked, rather than as to the extent of the questioning. When to ask and of whom to ask must be made known in connection with the training as a questioner. A very simple answer to his every question is all that a child looks for; but that is his right, if he is honestly seeking to know; and it is our duty to give it to him if he comes for it at a proper time and in a proper spirit. A child is harmed if he is unduly checked as a questioner; and he is helped as he could be in no other way, as a truth-seeker, if he be encouraged and wisely trained by his parents in a child's high prerogative as a questioner.—*Educator-Journal*.

COURTESY TO CHILDREN.

Kindness and consideration play a most important and salutary part in the up-bringing of children. The little

ones brought up in an atmosphere of kindness are much more easily governed than those living in other surroundings. Kindness begets content, cheerfulness, trustfulness and confidence ; unkindness invites revolt, ill-will, fretfulness, hostility, and deceit. Permanent impressions of good or ill are left on the character of children by the treatment they receive at the hands of those having their training in charge.

A writer points out that great injury is often done children, not alone in the matter of their present happiness, but in regard to their future character and conduct, by want of politeness in their treatment by their elders. Children who refuse to yield to government by kindness are extremely rare, and those whose dispositions, character, and happiness are not wrecked by senseless, continuous unkindness, quite as much so.

Parents and educators cannot be too careful in keeping this obvious truth constantly in view. No one, even in the most advanced years, forgets the kindness received in youth. The mother's gentle persuasion, the father's kindly counsel, the teacher's friendly interest are remembered till the very last hour of life, and form one of the brightest of memory's dearest treasures.—*Cincinnati Commercial Times*

—THE only sure way to gain the love and respect of your pupils is to be perfectly honest with them. Beginners are apt to affect a certain prim-and-preciseness, and the affectation is perfectly evident to the average child, for children are exceedingly keen in penetrating disguises of manner. The best course is to be frank. It takes some teachers years to learn this, and some never learn it.—*Rocky Mountain Educator*.

HOW SHALL I EDUCATE MY BOY.

Not a few fathers hurt their sons and damage the careers of those sons by picking out careers for them. Train up the boy in the way he should go, and then let him choose his own work. In the choice of a vocation, as in the choice of a wife, every young man should be left alone. If he is not worthy of being left alone, the parent has grievously injured the boy in the preceding decade of his life.

These interpretations mean that I would not educate my boy under a private tutor. I would educate my boy with boys, although not entirely by boys. Boys do, however, educate boys; but a boy who is trained alone is liable to fail in adjusting himself to his membership in humanity. He is to become a brother of the common lot. He therefore should learn early how to adjust himself to his fellows. Furthermore, he will lose a great deal of fun by not being with the boys. It is, furthermore, difficult, practically impossible, for me and for most people to employ a private tutor. When I associate myself with a score of other people in a private school we can afford to get great men and women as tutors; but alone it is impossible. An unworthy man, too, as a private tutor, is indeed, a fearful looking forward to a yet more fearful judgment day.

Neither would I educate my son abroad; he is an American boy. I should be glad to have him get all that is best from the private school in Lusanne or Geneva, but not for one instant would I have his ideals formed by the French master, or his methods by the German. A primary note in his character should be the American, although a note more fundamental is the human. He is, as a human boy, to be trained up for service in this great, interesting, new life of our New World.—*Charles F. Thwing in Harper's Weekly.*

FACTS ABOUT CANADA.

Hudson Bay is really a great inland sea with James Bay at the southern end. It is 1,250 miles in its greatest length and 550 miles in greatest breadth.

The most southerly part of the Province of Ontario is as far south as Rome, while the most northerly part of Manitoba lies opposite to Liverpool.

Canada has more sunshine than Europe. On the western prairie there are, on average, two hours more of sunlight each day during summer than in England.

British Columbia has the mildest climate in the Dominion. This is because of the warm current of water flowing across the Pacific from Japan.

At the Chicago World's Fair in 1893, for example, Canadian cattle took 462 prizes out of 1,187 awarded.

All stock imported into Canada is inspected by Government veterinarians.

The value of exports of animals and animal products and of agricultural products in 1903 amounted to \$112,043,365.

The wheat-growing area comprises the Province of Manitoba and the four districts of Assiniboia, Saskatchewan, Alberta and Athabaska. These territories contain 385,000,000 acres of land, of which 100,000,000 are estimated to be fit for cultivation.

No fewer than 36,632 homesteads have been taken up in Manitoba and the North-West Territories during the year 1903.

In Canada, nearly all the farmers (87 p.c.) own their holdings.

It is estimated that the annual value of all farm crops and products in Canada is upwards of \$363,000,000.

The total value of farm property, lands, buildings, and farm implements is \$1,500,000,000.

Canada supplies the home consumption of butter and cheese, and has a surplus of 34,200,000 pounds of butter and 229,100,000 pounds of cheese to ship to the Mother Country every year.

To grow a bushel of wheat costs the Western farmer about 35 cents. All he sells it for above this is clear gain.

There are at present 1,003 elevators west of Lake Superior with a total capacity of 40,778,000 bushels. The Canadian Pacific elevator at Fort William, on Lake Superior, holds 3,200,000 bushels of grain.

In 1902 the yield of wheat in Manitoba amounted to more than 53 million bushels.

Compiled from a "Geography of the Dominion of Canada," issued by direction of the Minister of the Interior, Ottawa.

THE GREAT PANTHEON

HAS WITHSTOOD THE VICISSITUDES OF OVER TWENTY CENTURIES.

The pantheon is the most interesting of all the interesting buildings of Rome. It was used for its present purpose on a place of religious worship before the foundations of the

Coliseum were laid. Its huge doors have opened to admit the great ones of the earth, from Augustus Cæsar to Napoleon—an assertion that will scarcely be disputed.

It stands in the very heart of old Rome, and the vicissitudes which have befallen the Eternal City during the 2,000 years of its existence have left it practically unchanged. The gilded bronze that lined its roof has been carried off to "decorate" St. Peter's, where in the form of clouds and cupids, cords and curtains, it fills the beholder with displeased amazement.

Its tiles of bronze and gold were removed to Constantinople 1500 years ago, and the statues which adorned it have long since perished. But the mighty walls yet stand, firm as ever, sweeping up to the majestic dome, the largest (though not the highest) in the world.

One hundred feet across, 100 feet high and perfectly circular, no architect could design a building more perfect in its proportions, more harmonious as a whole. It is lighted solely by an aperture in the dome, a circle 30 feet across. Standing on its marble floor one looks up to the greatest dome man ever raised, and through that to the blue dome which bends above it, sending summer sun or winter rain through those bare yards of space.

The effect is so impressive, so entirely unmatched and unrivalled, that the dullest of hearts and most untaught of minds must perforce acknowledge its influence. A man may think St. Paul's "disappointing," may condemn the Coliseum as barbaric, or decide that he does not care for the catacombs, but every man who has viewed it has been impressed, even to the pitch of respectful silence, by the Pantheon.

The huge leaves of the bronze door revolve in their mighty hinges as they have done since the days of the Cæsars, and so perfectly balanced are they that a woman's wrist can uncloset them. Through those doors they carried Julia, Cæsar's daughter, with all the pomp of her imperial power about her. And, after the lapse of 20 centuries, King Humbert was brought across the self-same threshold to sleep his last sleep in the ancient place.—*Chicago Journal*.

THE SCHOOL OF LIFE.

We are but scholars in the world's great school,
Our master, Christ Himself, who sets each rule
And task. A few do quickly learn
And higher mount; but most the lessons spurn
And waste the golden hours, so quickly past.
Then, when the Master calls the class at last
For final tests:—"Another day," they cry,
Alas! the school is closed, the time gone by.
The winners pass beyond the golden gate,
Outside the laggards mourn.

"Too Late! Too Late!"

—Amy K. Lloyd.

REPORT OF INSPECTOR McOUAT.

LACHUTE, 7th August, 1904.

I have the honor to submit my annual report for the year 1903-1904.

Conferences:—I held during last fall 10 teachers' conferences, which were attended by 96 per cent of the teachers, only 5 teachers out of the whole staff failing to attend. At each conference the year's work was discussed and a set of mimeographed suggestions given to each teacher to guide her in the year's work. In this respect I am of the opinion that it would be very helpful to teachers in our rural schools if the Department of Public Instruction would issue, in pamphlet form, a set of instructions to teachers to help them to a better understanding of the work they have to do as given in the course of study.

In addition to the foregoing conferences there was held a conference of school officials in McGill Normal School during the winter months.

Inspection:—Each school has been inspected during the year and reported on to the Department, school board and the teacher. In this manner it is possible to let each teacher know, wherein her work has come short, or better still

wherein she has excelled. The results are very satisfactory, and it is no longer necessary to urge teachers to keep to the course, as no credit is given in the detailed report for work done off the course of study.

School Boards :—Few school boards visit their schools, and those that do only do so nominally and rarely examine the pupils. Fifty-three boards hold a surety-bond for their secretary-treasurer, but two do not have any bond, and 46 audit their books of account, while 7 make no audit, until some trouble arises and then a lawsuit and a costing reckoning take place.

Taxation :—While the rate rises from 10c to \$1.30 per \$100, the average rate is 47c per hundred dollars. Where the rate is highest the valuation is least and in most cases admitted to be not more than half the value of the property in the municipality. This would bring the highest rate of taxes down to 60c, which is in my opinion even yet too high, if actual values are considered.

The school fees vary from 5 cents per month to 50 cents, the average rate per month being $27\frac{1}{4}$ cents, while there are two municipalities that levy no fees whatever. This is against the law, but I have made no urgent protest since all people are agreed, that it should be so, and nearly all have children going to the school. Moreover, I presume, that "free schools," that is "no fees," is a good thing, where the people will provide them, as is soon to be the case in Montreal.

School-houses :—Only 2 new schools are at present being built, namely, at *No. 2, St. Jerusalem* and at *Edina* in Chatham. A few of the worst of the old schools still remain, but they are in the poorest districts and are very hard to get removed. One of the chief obstacles in the way of improvement is a lack of *interest*, backed by a lack of *means*. When these *two* rule ruin reigns.

There are many very nice home-like schools where proper provision has been made and where the teachers and pupils have done much to improve the school-room by pictures and exhibition of the pupils' best school work. I hope to

send you in a future report a list of such schools to the credit of these teachers and their pupils.

Teaching Staff:—There were 121 certified teachers at work last year, not including Montreal. Of this number 90 held McGill Normal School diplomas and 31 held Board diplomas. I mention this fact to show that the Board diplomas are disappearing and permits are taking their place in many of the remote districts, where the well qualified teacher, who has fitted herself at considerable expense in time and money, cannot afford the salaries offered. Ten schools were operated during the past year on permits and I expect the number to be larger this year, for teachers are truly scarce and cannot be had for even some of the better schools, if they let the opportunity slip. Last year an important school, six miles from the C. P. R. to Ottawa, offering \$20 per month, could not secure a teacher until the month of March, when a teacher from a distant 6 months' school, took the school for 4 months, whereas the board had wanted 10 months.

The teachers are ready and willing to do their best for the promotion of their pupils, and the work for the year, as shown by the percentages taken at inspection, has held its own with former years.

School Attendance:—Last winter was extremely cold, yet the average daily attendance of pupils enrolled was 63 p.c. or only 2 p.c. less than the previous year. There were 3,845 pupils on the rolls, excluding Montreal, and of these 2,556 were present daily.

Municipalities:—The ranking has changed very little on the whole, since all schools share in the general progress. I may mention, however, the municipality of *St. Jerusalem*; *Chatham, No. 2*; *Mascouche*; *Arundel* and the *Gore*, as worthy of a higher place than last year for having added a fine new school to their list of buildings. New pieces of apparatus are being added frequently to the former supplies. In this way much improvement has taken place and most of the schools are very well equipped.

Successful Teaching:—The following list contains the names of those teachers, who have obtained 90 p.c. and

over of the marks assigned for teaching. Those marked with an asterisk received a bonus last year and are excluded from receiving one this year:—

* Hattie L. Sharman, Carillon; Lizzie J. Mathieu, St. Félix; * Annie Garham, St. Eustache; Jane V. Palmer, B.A., Verdun; Lillian A. Parkinson, Mascouche; Annie Thomson, Côte St. Paul; Ida E. Walker, Hillhead; Florence McGillivery, Chatham No. 5; Robina McIntyre, Harrington No. 1; Laura J. Bulmer, St. Laurent No. 2; Elizabeth M. Warden, Morin Flats; Helen Campbell, Harrington No. 2, Wentworth No. 1; Margaret R. Cooke, Arundel No. 3; Helen Hills, Côte St. Louis; * Ethel Mackie, Chatham No. 6; J. W. Alexander, Outremont; * Jessie Dobbie, Belle River; Hanna A. M. Kyle, Shawbridge; * Elizabeth P. E. Patterson, St. Jerusalem No. 3; Margaret Pollock, St. Jerusalem No. 4; Ida Roulston, Sault au Récollet; Mabel Cooper, Côte St. Louis No. 2; Aggie Dobbie, Lost River; Cecilia Miller, St. Andrews No. 3; Annie D. Forbes, Brownsburg, Chatham No. 1.

There are many other teachers who have done first-class work, as may be seen from the following statement of marks taken, but only the highest 20 are recommended for a bonus; 24 teachers from 85 to 90 per cent; 16 teachers from 80 to 85 per cent; 9 teachers from 75 to 80 per cent, that makes 74 teachers who have taken 75 per cent and over of the marks allowed for the class work.

Montreal:—The financial relief granted to Montreal schools by the power of increased taxation is a timely relief. Many of the classes are far too large and many teachers are overworked as a result, to say nothing for the pupils, whose opportunities under such a state of things are greatly lessened. I can assure you that the provision made, heretofore, in these schools was wisely made as far as the means would permit and feel certain that a wise expenditure will continue to bless the public schools of the metropolis. The character of the school-work has been very creditable and the standing of the classes is even better than formerly. Free classes may be expected to increase the attendance, but, if a fair chance be given the staff, I consider that the standard will be maintained and these schools will have even a more successful career.

Westmount:—There are two schools in this thriving town that do the course of study up to grade II. Model very successfully, as is shown by their results in the Government examinations in June. Mr. Ernest Smith is Principal of King's School, and Miss Agnes James, B.A., of Queen's School. These two schools were recently built owing to the growth of the town. There are in them 664 pupils and 25 teachers, who have been several years in the service of the board and understand very clearly the duties required of them, hence the satisfactory results. In any municipality the secretary-treasurer can do much to help the schools on to success, and such can be said of Mr. E. W. T. Raddon, the secretary-treasurer of Westmount schools.

St. Henry:—This municipality has only one school, but it contains 422 pupils and 10 teachers. Each of these teachers has continued with the board for several years. No school board outside Montreal retains its staff as long as St. Henry does. They are a very faithful body of workers and produce the best of results in a quiet and effective manner. Mr. J. A. Dresser, M.A., is Principal and Mr. Thos. Flemming is the painstaking secretary of the board.

In conclusion I have to thank the local authorities, their teachers and pupils, as also the general public, for their sympathy and co-operation during the past year.

1905

TIME

SUPERIOR SCHOOL

MONDAY,

Morning.

Grade	I.	Model	.....	English Grammar	.....	9 to 11
"	II.	"	.....	"	"	9 to 11
"	III.	"	.....	"	"	9 to 11
"	I.	Academy	...	Grammar, Dict. and Comp	..	9 to 12
"	II.	"	.....	Physical Geography	.....	9 to 11

TUESDAY,

"	I.	Model	.....	Dictation and Spelling	.....	9 to 10
"	II.	"	.....	Latin	.....	9 to 11
"	III.	"	..	"	.....	9 to 11
"	I.	Academy	...	"	.....	9 to 11
"	II.	"	.....	"	.....	9 to 12

WEDNESDAY,

"	I.	Model	.....	Arithmetic	.....	9 to 11
"	II.	"	.....	"	.....	9 to 11
"	III.	"	.....	"	.....	9 to 11
"	I.	Academy	...	Arith. and British History	...	9 to 12
"	II.	"	.....	Mensuration	.....	9 to 11

THURSDAY,

"	I.	Model	.....	English	.....	9 to 11
"	II.	"	.....	"	.....	9 to 11
"	III.	"	.....	English. Dict. and Spelling	..	9 to 12
"	I.	Academy	...	English	.....	9 to 11
"	II.	"	.....	"	.....	9 to 11

FRIDAY,

"	I.	Model	.....	Geography	.....	9 to 11
"	II.	"	.....	"	.....	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy	...	Geometry	9 to 11
"	II.	"	"	9 to 11

MONDAY,

"	II.	Academy	...	Chemistry	9 to 11
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TABLE

1905

EXAMINATIONS

June 12th.

Afternoon

French	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4

June 13th.

Rapid and Mental	2 to 2.40
Arithmetic	2 to 2.40
“	2 to 4
Algebra	2 to 4
“	2 to 4

June 14th.

No Examination	
Dictation and Spelling	2 to 3
Algebra	2 to 4
No Examination	
Botany	2 to 4

June 15th.

Canadian History	2 to 4
“ “	2 to 4
British History	2 to 4
Greek	2 to 4
Grecian History, or Great Events	2 to 4

June 16th.

Scripture	2 to 4
“	2 to 4
“	2 to 4
Physics	2 to 4
“	2 to 4

June 19th.

Greek or German	2 to 4
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Practical Hints.**THE STUDY HOUR.**

L. H. TUTHILL, N. Y. TEACHERS' MONOGRAPHS.

Many of our teachers frankly admit that their pupils do not know how to study.

It is easy for the teacher, when the study hour arrives, to sit passive at her desk, while pupils are trifling with open books, but this is not the spirit of the new requirement.

At no period of the day can the teacher be more valuable, at no period should the teacher be more in evidence than during the study hour, not just as in the recitation, but skilfully guiding the active mind of the child toward that independence of thought and action possessed by the educated citizen.

To illustrate let us consider the study of history.

Good reading is a process of interpretation, of thought getting and thought giving; hence the first step for the student engaged in the study of history is intelligent reading, silently or aloud.

Then follows the analysis of each paragraph orally or in writing. Here the pupil should be made to know the nature of a paragraph, which, as has been said, is to a sentence what a sentence is to a word.

Every paragraph, if it be correct in form, contains a chief thought with one or more explanatory or auxiliary thoughts.

The first step in the analysis is to find the central thought and then the minor, or supporting thoughts.

This process of discrimination forces the child in study to think the thoughts of the historian as he thought them, and also to recognize the essential, to measure thought values and relations.

Inability to do this has caused our children to run over the printed pages of history, picking up a few crumbs here and there, merely the incidentals, while they were blind to the greater truths in the biography of nations.

In the study of the paragraph, if it contains reference to previous events, the child should be required to read and note the page; if reference be made to a place, the geography should be called into use.

In this process, if the content of the paragraph is being assimilated by the child, suggested thoughts, expressing inference and judgment, will constantly arise. If the exercise of the study hour be oral or written these suggested thoughts should find expression and appear in the recitation following.

A part of the study hour in history may also be spent in mapping campaign, preparing a scrap book, or in the use of reference books, looking up topics assigned by the teacher.

With the abundance of reference books and libraries now at our command the opportunities for historical research are increased and doubly valuable.

AN ERROR IN TEACHING ARITHMETIC.

The writer once witnessed a harrowing scene where a teacher, with excellent intentions and a high ideal of thoroughness, was seeking to have the class solve a problem in arithmetic, in which there were twelve distinct steps in the process. The movement was easy until four or five steps had been taken; then all seemed to lose their way.

They had become tired, while the difficulties in the road increased. Then arose an antagonism between the class and the teacher. He was provoked at their stupidity, and their chagrin and eventually their resentment made it utterly impossible for them to do anything understandingly. The teacher persisted and finally carried them on his shoulders through to the end, but they knew nothing more about the way they had travelled and the end to which the teacher had brought them than they knew before they started. Teacher and class were thoroughly exhausted and nothing was gained in knowledge, while angry feelings had taken the place of kindly ones.

The fundamental error of the teacher was that he made too great demands upon the pupils' power of continued attention to a chain of logically related ideas. There were too many links in the chain for them to see it as one connected whole.—*School and Home Education*

CHIPS.

A teacher may be a good disciplinarian in one school and bad in another.

When one teacher hurls at another the epithet of "theorist," it may be assumed that their theories do not coincide.

The teacher who boasts of the iron discipline he keeps either is a brute or assumes brutality to cloak his weakness.

The teacher who cannot keep order is no worse a disciplinarian than he who rules his class by fear, but he is a greater fool.

If you wish to make your own theories acceptable to the British teacher, preface them by an assault on theories and theorist.

The young teacher who quits the study of the great educators for active work in a school should remember that comparisons are odious.

Every teacher is a theorist, for he cannot teach without a method. The reasons why he adopts one method and not another constitute his theory.

The all-round efficiency of a teacher cannot be gauged by the amount of his salary, but generally his scholarship can also his breeding and the cut of his cloth.

No one but an opponent of the training of teachers imagines that it is possible for the trainer to make a good disciplinarian out of one who has not latent in him the requisite qualities. Even a Professor of Education cannot change a man's character in a few months. But it is his duty to make good teachers,

—*Normal Instructor and Teachers' World.*

CORRECTION OF ORAL ERRORS.

Training to correct speech has a positive and negative side.

The books which this manual accompanies set forth the positive side, which consists, speaking broadly, of furnishing the occasion for the use of correct forms of speech and assisting pupils to develop the power of using these forms. The negative side demands the exclusion from the language

of the child of erroneous or inelegant forms, unconsciously imitated from the speech of those about him.

Incorrect language should be corrected whenever heard, not perhaps at the moment of utterance, for by so doing the child may be embarrassed and his current of thought broken, but at the first convenient opportunity. Besides this incidental correction a wholesale crusade against bad habits of speech must be entered upon. The most common and serious fault in the speech of the children should be selected for special attack. The better form should be presented in contrast and made prominent. The pupils should be warned against this error in their own speech and led to criticise it in others.

It is not necessary to explain the grammatical or rhetorical principles which prove the expression to be a faulty one, but the form to be used instead should be carefully explained and always insisted upon.

Prof. W. D. Whitney says: "If a child comes to school in such a state of training that he says 'come' for 'came,' 'done' for 'did,' or 'them' for 'they,' and the like, he needs to be corrected outright, and the more authority and the less grammar about it the better.

—*Tarbell's Teachers' Manual.*

MANNERS IN SCHOOL.

School laws are made for the pupil.

To keep still is the first school lesson.

All good comes through lawful self-effort.

Quiet must be the law of the schoolroom.

Liberty through law is the standard of behaviour.

System is the key to success; it organizes victory.

Regularity and promptitude are the basis of order.

School regulations are working laws that lead to life habits.

School management is the art of promoting good conduct.—*Intelligence.*

FICTITIOUS INTEREST.

C. A. MC MURRAY IN ELEMENTS OF GENERAL METHOD.

Perhaps the chief source of misunderstanding and controversy in the whole discussion of interest is brought to

light by the expression, "making things interesting to children." This expression suggests a wholly erroneous point of view as to what is meant by true interest. No one would speak of trying to make sugar sweet. It is equally absurd to talk of making instruction interesting, although this is not quite so apparent. In the deeper sense instruction should be interesting before the teacher lays his hands upon it. A ten-year-old boy does not need to have "Robinson Crusoe" made interesting. Give him the book and he and Crusoe will get along together without weariness. We do not say that all school work is so entrancing, but a very large part of what we are now teaching in the schools contains this element of real interest which does not have to be sugar-coated. Adams says:—"Teachers are fond of talking about creating an interest, but this labor at least is spared them. They have not to create, but only to direct interest." If interest consists chiefly in artificial devices for overcoming the dullness of studies, in perpetual efforts to make lessons easy and entertaining the opponents of this theory are well justified. In characterizing the opponents of interest, John Dewey gives their point of view as follows:

"Apart from the question of the future, continually to appeal even in childhood days to the principle of interest is eternally to excite, that is, distract, the child. Continuity of activity is destroyed. Everything is made play, amusement. This means over-stimulation; it means dissipation of energy. Will is never called into action at all. The reliance is upon external attractions and amusements. Everything is sugar-coated for the child, and he soon learns to turn from everything which is not artificially surrounded with diverting circumstances. The spoiled child who does only what he likes is the inevitable outcome of the theory of interest in education.

"The theory is intellectually as well as morally harmful. Attention is never directed to the essential and important facts. It is directed simply to the wrappings of attraction with which the facts are surrounded. If a fact is repulsive or uninteresting it has to be faced in its own naked character sooner or later. Putting a fringe of fictitious interest around it does not bring the child any nearer to it than he was at the outset."

This point of view assumes that interest is really a fictitious thing ; that it does not reach down into the inner substance and quality of the object studied. In fact, the use of the word "fictitious" implies that the whole thing is a fraud, that real, genuine interest in a subject of study is an unheard of thing.

We often say that it is necessary to make a subject interesting so that it may be more palatable, easily learned. This is the commonly accepted idea. It is a means of helping us to swallow a distasteful medicine, to cover up the real bitterness of the dose which is to do us good. There is a certain trickiness and deceit in this kind of an interest, and the child, as soon as he is able to reflect upon it, perceives that he has been fooled. We may call this a pseudo or false interest, interest so called, which needs to be excluded from the category of real interests. When we speak of teachers making a disagreeable lesson interesting we are playing a game of jugglery. We are thinking of the devices by which the teacher conceals the emptiness and barrenness of the subject. It is a kind of mockery to talk of interest in such cases. True interest corresponds exactly to the hearty appetite of a healthy child for wholesome food. It is awakened by the inherent quality of the subject and not by a thin whitewash of agreeable devices. If the main purpose of education were to get knowledge into the mind, and if knowledge, like medicine, had no relish for the young, educators, like physicians, might be justified in resorting to this device ; but interest is one of the leading qualities which we wish to see permanently associated with knowledge, even after it is safely stored in the mind. If interest is there future energy and activity will spring spontaneously out of the acquirements. The interest that is awakened in a subject because of its innate attractiveness leaves those incentives which will ripen sooner or later into action. This kind of interest is direct, intrinsic, not simply receptive, but active and progressive. It is life-giving and is prompted by the objects themselves, just as the interest of boys is awakened by deeds of adventure and daring or by a journey into the woods.

It is inevitable that a teacher having this false notion of interest—that it consists not in bringing out the inner qualities of the subject, but in spicing and sugar-coating, in fun

and jokes and entertaining by-play—it is inevitable, we say, that such a teacher will spoil the children with sweetmeats and herself fall a prey to unworthy motives and trivial devices. It is not the purpose of such a serious thing as education to run the good ship aground upon the shoals of such shallow nonsense.

WHAT A BOY GOING IN FOR BUSINESS SHOULD KNOW *

In the first place, a boy should realize that school has not given him his business education, but merely fitted him to begin to learn. On account of this fact, it is not nearly so important what a boy knows, as whether his mind is receptive, and his attitude right towards a business career.

Some subjects taught at school are essential, though, and are directly applicable in almost every commercial position. The rest of the curriculum belongs either to culture or to mental discipline; or else by way of special preparation for a particular calling.

These essentials are the ones I named to you. First, last, and all the time, handwriting. Legibility, neatness and speed, in the order named, are the desirable characteristics. In this connection, figures need special attention. These should be so formed as to be perfectly distinguishable from each other. You would be surprised to see how many make 2, 3 and 5 almost exactly alike, with 4 that cannot be told from a 7. The first four rules of arithmetic are the ones most used of course, and it is worth a wearisome amount of monotonous drilling to be able to add up a column (not a mere addition sum, but thirty or forty rows of figures) quickly, and to multiply and divide with absolute confidence in the result.

Here I might say that the business man does not expect a boy to know very much, but wants him to be sure of what he does know, and accurate in what he knows how to do. Fractions are frequently used, and decimals; and a boy should be thoroughly familiar with the tables of weights and measures in common use.

* This is a reply by a Montreal business man to an enquiry from Miss Jean K. Patterson, of the Senior School, who has kindly sent it for publication.

Grammar, spelling and composition, and a knowledge of the details of writing and addressing correspondence, are very valuable.

We have still to consider those parts of a boy's equipment not included in any formal curriculum; which, however, may make the difference between success and failure.

The first of these is honesty. You can teach with absolute confidence that honesty is not only possible in business, but indispensable. It is worse than nonsense to talk about the impossibility of being honest and truthful in commercial life. Dishonesty is not only criminally foolish, it is old-fashioned and out of date.

I am far from saying that honesty is easy however. It requires both study and practice to acquire the honesty that can discriminate between one's duty to one's employer and one's duty to God when they seem to conflict. To learn that wasting time for which one is being paid, and tiring oneself out by dissipation are subtle forms of dishonesty; these are advanced lessons in commercial ethics.

Manners perhaps come next in importance. A boy who says "Yes Sir" cheerfully when told to do anything; is respectfully silent when his employer is speaking; and behaves like a gentleman to his fellow employees of the other sex; increases his chances of promotion very materially.

Nearly allied to manners come neatness and cleanliness of person and work. Slovenliness of dress caused the failure of one of the ablest men I know. It unfits a boy for all positions where he may be associated with his superiors, or brought into contact with the public. The atmosphere of the business quarter of the city soils the hands more quickly than that of the residential sections, and in order to do clean work they require to be frequently washed. Neatness in work involves orderliness and system, with a passion for tidiness.

Punctuality in getting down to work, coupled with an indifference to punctuality in getting away from work, is appreciated highly by most employers.

A good memory is of great assistance, and it should be well exercised; but not depended on in cases where forgetfulness will have serious consequences.

A quiet, well-modulated voice is worth the cultivation. A great deal of business is done over the telephone; and a strident voice and curt manner give great offence.

Exercise and sport are good for the sake of health and energy ; but not to the extent that they unfit a boy for the sedentary, confined life of an office ; or absorb his mind to the detriment of study.

Lastly let me speak of the habit of obedience. A bright boy is liable to make the mistake of thinking that his employer will welcome his advice and suggestions. Let him disabuse his mind of that idea. A boy who enters business life is expected merely to carry out orders ; to do what he is told without delay, demur, or deviation

The Scholarships recently offered by Sir William C. Macdonald to teachers of this Province who wish to take a course in Nature Study at the Macdonald Institute, Guelph, have just been awarded. The course opens on the 4th of April and extends over three months.

The fortunate candidates are the Misses Annie A. Arkley, Leeds Village ; Mary E. Armstrong, Aylmer East ; Muriel S. Belknap, Montreal ; Lena E. Doddridge, Little Cascadia ; Grace L. Miller, Brome ; Louisa McRae, Black Cape ; Lillian Maud Nelson, Melboro ; Margaret D. Nugent, Leeds Village ; Lydia Shaw, Kingsey ; Winnifred M. Watson, Mystic ; Grace H. Whitehead, Waterloo ; Maud Whitehead, Foster.

It will be observed by the list above that the candidates come from all parts of the Province. The fact that most of them have taken bonuses for successful teaching in the past indicates that the quality is good.

The next course begins on the first of October and extends over three months. There is a short course during the month of July, but for this course no scholarship is offered.

Memory Gems.

Character is bounded on the north by sobriety, on the east by integrity, on the west by industry and on the south by gentleness.—*Frances E. Willard.*

Each day we need to take some forward step,
Till we gain power to study nobler things.

—*Sophocles.*

The true university of these days is a collection of books.

—*Carlyle.*

“ Red says, ‘ Be brave ;’
 White says, ‘ Be pure ;’
 Blue says, ‘ Be true.’ ” —*Selected*

Happiness consists not in possessing much, but in being content with what we possess.

Here lies a soldier, whom all must applaud ;
 Who fought many battles at home and abroad.
 But the hottest engagement he ever was in,
 Was the conquest of self in the battle of sin.

Little things,
 On little wings,
 Bear little souls to heaven.
 For love is heaven, and heaven is love.
 —*Scott.*

Humble we must be,
 If to heaven we go ;
 High is the roof there,
 But the gate is low.
 —*Robert Herrick.*

Be true to your work, and your friend.—
John Boyle O'Reilly.

“ Have you had a kindness shown ?
 Pass it on ;
 'Twas not given for you alone,
 Pass it on.
 Let it wipe another's tears,
 Let it travel down the years,
 Till in Heaven the deed appears ;
 Pass it on.”

It does not take a great man to do great things. It only takes a consecrated man, a devoted man, because God does everything and man does nothing except what God does through him.—*Phillips Brooks.*

“ Heaven has imprinted in the mother's face something beyond this world.”—*Selected.*

" Oh you have a mother dear,
 Let not a word or act give pain,
 But cherish and love her with your life,
 You ne'er can have her like again."

—*Anon.*

She hurries on, the way to clear,
 Till the great Shah himself appear.

—*Assadi*—" *The Dispute of Day and Night.*"

A viper nourished in a bed,
 Where roses all their beauties spread,
 Though nourished with the drops alone,
 Of waves that spring from Allah's throne,
 Is still a poisonous reptile found
 And with its venom taints the ground.

—*Firdausi*—*Shahnameh.*

Daughters, as the wise declare—
 Are ever false if they be fair:

—*From "Jemshid—The Wanderer."*

" The day returns and brings us the petty round of irritating concerns and duties. Help us play the man; help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all this day; bring us to our resting beds weary and content and undishonored, and grant us in the end the gift of sleep."—*Robert Louis Stevenson.*

The Funny Column.

Papa—I hear you were a bad girl to-day and had to be whipped.

Small Daughter—Mamma is awful strict. If I'd a' known she used to be a school teacher, I'd a' told you not to marry her.

THE POEM TO FILL UP A PAGE.

I am the poem the editor uses
 Just to fill up a page.

'Tis in this measure men honor the Muses,
 Crowding them off of the stage.

I must be wise, and pathetic, and witty,
 All in eight lines at the most.
 Mine's the one Pegasus brooked in a city,—
 Pegasus tied to a post!

—*Amos R. Wells, in the Creterion.*

Old Gentleman—How old are you, my dear?

Little Girl—I was eight years old yesterday.

Old Gentleman—Indeed! You don't look to be that old.

Little Girl—Ah! how you naughty men do flatter us poor weak women!

'What do you read?' asked Miss Burt of a ten-year-old, boy who had left school to earn his own living. 'O, nothing,' was the reply. 'And what did you read in school?' 'Just my reader.' 'And what did you find in your reader?' 'Oh, subjects and predicates.'

Mamma—"Now, Elsie, dear, what is a cat?" Elsie—"Dunno." Mamma—"Well, what's the funny little animal that comes creeping up the stairs when every one's in bed?" Elsie (promptly)—"Papa."

"Oh, Bobby, how did you get your face so dirty?" asked his mother.

"I fink it must be 'cause I wear it all time, mother," explained Bobby.

The Kaiser has decided that on and after April 1 (a decidedly appropriate date for the change) "starboard" and "port" shall mean exactly just the opposite of what they mean at present. We are as sorry for those affected by the change as we should be if our own right hand had suddenly to become our left.—*Westminster Gazette.*

A CHEMICAL ROMANCE.

Said Atom unto Molly Cule,
 "Will you unite with me?"
 But Molly made unkind reply,
 "There's no affinity."
 Beneath electric lamp light's shade
 Poor Atom hoped he'd meet her,
 But she eloped with rascal base;
 Her name is now Saltpetre.

Tears in a sweetheart are charming ; in a wife they bore. This is because a sweetheart has nothing to cry about and a wife has everything.

"Jimmy," said the teacher, after reading the youngster's "note from his father" excusing his absence from school the day before, "it seems to me your father's writing is very much like yours."

"Yes," replied Jimmy," unabashed; "Pop ain't had no education, and I'm learnin' him."

A THRILLING FACT.

"Suppose," said the wise orator—"though 'tis a thought stupendous—

Suppose a baby one year old with arms of the tremendous Length of ninety-three old million miles,

Should, in a freak of fun,

Reach up and touch the sun ;

That child would be

253

Years old,

I'm told,

Before it learned

Its hand was burned !"—*Jane Ellis Joy, in St. Nicholas.*

Little Fred was told of a new arrival in his uncle's family. "Is the kid any relation to me?" he asked.

"Yes; he's your first cousin," answered his mother.

"Huh!" exclaimed Fred, "I should think he was my last one."

She—"Dearest we'll have a lot to contend with when we are married." He (absently) —"Yes, we'll have each other."

Tommy had drawn the picture of a locomotive on his slate and his father asked him why he didn't draw the cars, too.

"Oh," answered Tommy, "the locomotive can draw them."

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No. 5.

MAY, 1905.

VOL. XXV.

“ Sweet May hath come to love us,
Flowers, trees, their blossoms don :
And through the blue heavens above us
The very clouds move on.”

Editorial Notes and Comments.

—EMPIRE Day, May 24th, is a public holiday under the Statutes of Canada, and as such is observed by our public schools. It is desirable that the day should be kept in such a manner that the exercises will tend to develop a broader spirit of patriotism and extend our knowledge of the vast Empire of which we form a part. For this purpose, we submit, herewith, a programme of exercises that—with a little trouble on the part of the teacher—can be successfully carried out in every school in the land. Exercises similar to those indicated in this programme should not be confined to “ Empire Day ” alone. Pupils should be given systematic instruction throughout the year on all matters pertaining to the duties and responsibilities of British citizenship.

EMPIRE DAY.

SUGGESTED PROGRAMME.

1. Assembly of pupils and teachers.
2. Hoisting the Union Jack.
3. National Anthem.

4. Saluting the flag and singing of the "Flag of Britain."
5. A short address on the duties and responsibilities of British citizenship.
6. The recitation of some poem illustrative of heroic duty of self-sacrifice on behalf of the nation.
7. A short lecture on "The British Empire."
8. Recitation, "The colors of the Flag."
9. Recitation by the entire school of Rudyard Kipling's "Recessional Hymn, "Lest we Forget."
10. The National Anthem.

—MR. Secretary-Treasurer of the School Board of

If you have a good teacher in charge of a school in your municipality, make sure of her for next year. You cannot afford to accept her resignation. She is worth more to you than to any other municipality. Do not let the question of a few dollars extra per month stand in the way of retaining the services of a competent teacher in your midst. Good salaries mean good teachers; good teachers mean good schools, and good schools are necessary to general intelligence in the community. Poor teachers are dear at any price.

—MANY of our best teachers are leaving for the West. The Territories are offering special inducements to qualified teachers. We cannot blame the teachers for attempting to better their condition financially. It is a well-known fact that the cost of living has materially increased during the last decade and the salaries of teachers have practically remained unchanged. Our schools will suffer on account of this exodus, which, to a certain extent, could be prevented by making the salaries commensurate with the work done.

—IN cities and towns in Missouri, the average monthly salary of teachers is \$55.30. In the rural districts it is \$35.75.

—REMEMBER that you are teaching children, not subjects.

—THE art of thinking is higher than that of remembering.

—Do not shoot over nor under, but directly at the child's intelligence.

—THE work of the day should start well. Well begun is well done.

—IT is high art to illustrate a lesson well, just enough, not too much.

—ASK yourself *why* you teach this or that subject. It is quite as important sometimes to know the *why* as the *how*.

—THE best definition of a technical term is the frequent correct use of it under conditions that enable the child to see precisely what it is of which he speaks.

—NEVER forget that the children already know something. Always seek to know how much they know of that which you are about to assign them. They may not know it in your way, but do they know it in any way? If they know it, accept it and go ahead with something else.

ARITHMETICAL NOTEBOOK.

Practice early and occasionally in estimating distances, short and long; areas; quantities and weights. For illustration: The heights of every scholar, of men and women, of the desk, chairs, blackboard, window sill, walls of the room, height of side of school house, end, church spire, various trees; length of pencil, fingers, slate, desk, books, pointers, blackboards, room, building, yard; distance across the street to the nearest corner, between two street corners, between two villages or sections of a city; area of book cover, slate, desk cover, blackboard, floor, yard; sand in pile, water in a partly filled pail, berries, potatoes, weight of pebbles, stones, bags of sand, etc.

—KEEP a list of misspelled words in written examinations and use them in reviews.

—PUPILS who receive too much help from a teacher do not make as much real progress as those who are trained to rely upon individual effort. On the other hand, there are teachers who make the mistake of helping a pupil so little that he is not able to overcome the difficulties which a word from the teacher at the proper time, would clear away the obstacles, and set him going in the right direction,

—IN all grades the pupils should be kept busy. If a pupil has no legitimate work to do, he will soon be into mischief. In a school in which the pupils are kept busy under the watchful eye of an efficient teacher, you will invariably find good order, progress, and advancement. Keep your pupils busy.

—THE country is beginning to look beautiful now. How about your school yard? Is it neat and tidy? Are you proud of it? Is there any way by which you could improve its appearance? Were any trees planted around the school yard on Arbor Day?

Articles : Selected.

WHAT ARITHMETIC TEACHING SHOULD ACCOMPLISH.

SUPT. CHAS. S. FOOS, READING, PA. (REPORT).

Arithmetic is one of the fundamental branches of the elementary school curriculum. The present tendency in arithmetical pedagogy is to minimize the culture value and to emphasize the practical value of number training. This tendency arises from the demand for greater accuracy, more skill and increased rapidity, with less form, less rote method, less unimportant, irrational, cumbersome and complex work in computation. To accomplish these ends, however, it is not necessary to destroy the pedagogical importance of arithmetic. In fact, simpler methods and simpler processes will give the mind greater freedom, and will not only result in more ease in the solution of mechanical problems, but will also develop minds capable of grappling with every day problems. Thought building should not be submerged by figure building. The art of doing should precede the mastery of the science of numbers, but it should not supplant it altogether, otherwise pupils become mere mechanical machines. Pupils should be taught to analyze problems not only for their immediate use but to train their minds to cope with the perplexing conditions that confront them in life and thus help them to reach speedier conclusions. They will thus be given greater power of observa-

tion, attention, perception, conception, judgment, reason. Therefore in teaching arithmetic both ends should be kept in view.

In the past several decades innumerable methods of teaching arithmetic have been suggested. Topic and spiral plans have been up and down in pedagogical favor. At present a rational compromise seems to be in favor. It is practically impossible to exhaust a subject before taking another, but it is irrational to jump from one topic to another every few pages in the book. Each topic may be taken up in logical order, but reviews and advanced work in the leading topics should be assigned from grade to grade.

To develop the number idea, to secure ease in computation, to instill the essential arithmetical principles in the child mind, is no easy task. It requires more than method; it requires skill in presentation. Little children must learn to discriminate and to relate so as to get definite number ideas. How this shall be imparted is the perplexing problem to the teacher, and it is doubtful if she can do it twice in exactly the same way; consequently it is impossible to lay down cut-and-dried methods to teachers of varied temperament, zeal and ability. Courses of study can be only suggestive in method. The following steps may be helpful: Develop the subject till each pupil gets a clear conception; give necessary drill to fill the process; connect the subject with all that has preceded it; make applications; test pupil's ability to sum up clearly and concisely what has been learned. Reading, study and thought are essential to successful teaching in arithmetic.—*The Intelligence*.

HAVE EYES THAT SOMETIMES SEE NOT.

Children, like the young of all animal life, are full of play. Much of the mischief of children is entirely innocent, and it should, therefore, often be overlooked in school life. The teacher has only to guard against the "young steeds" getting the bit between the teeth and running away with him. Each teacher must be a law unto himself, as to the liberties he may allow his pupils. An occasional tightening of the reins will suffice to show who is in command. Teachers who see evil in every bit of fun, and who

try to crush the overflowing spirits of the children, are bound to have trouble in discipline. They soon acquire the habit of nagging, and their pupils learn how to annoy them. A great deal of innocent mischief must not be *seen* by the teacher.

A young teacher who had charge of a corridor in a boarding-school frequently sent girls to the principal for reprimand. The offences in the main were trivial. Now, when a teacher sends pupils too frequently to a superior officer for punishment, the latter will inevitably reach the conclusion that there is something wrong with the teacher, for discipline is a part of the duty of every teacher, which she can not shirk. After repeated cases had been referred to him, the principal began to keep a record of the students sent to him by this teacher and of the offences with which they were charged. Having accumulated a long list in a few days, he invited the teacher to his office and showed it to her. She was quite astonished at the number and the trivial nature of the offences when they had been shown to her on paper. Then the principal told her that she was seeing too much, and that a great deal she had referred to him ought not to have been noticed, and that she must learn not to *see*. The young lady left the office feeling that her principal was not supporting her, that she was misunderstood, and that evil would surely follow if she carried out his advice. But after some reflection, she concluded to try his remedy. It took some time for her to get over her nervous alertness, and to learn to discriminate between what was really bad and what was innocent and harmless. But she succeeded so far as to be able to report after a few weeks that she had conquered herself, and, moreover, that there was a real and decided improvement in the order of her hall. She had simply overcome the habit of being "fussy," and had learned not to see too much.

Let there be good-fellowship between teacher and pupils, and let the teacher be generous in excusing mischief that is not vicious. By this means, discipline will be improved, evil will not increase, and the work of governing will be reduced to a minimum.—*Seeley's New School Management.*

Practical Hints.

THE OPENING OF SCHOOL.

One can often form a good opinion of the merit of a school by what takes place during the first ten or fifteen minutes in the morning. It is unfortunate that visitors are sometimes present in the schoolroom while the pupils are coming in and the teacher arrives only a few moments before nine o'clock. I say it is unfortunate. It might not be so in every case, but it would sometimes reveal a condition in the school which would not be to the credit of the teacher. If the pupils came in noisily and were rough and discourteous in their conduct it would be a bad beginning of the day, and would prejudice the mind of the visitor unfavorably.

It is not well to prevent all social intercourse of pupils while in the schoolroom. Courteous greeting and conversation when they enter the room is a good element, but for a few moments before nine o'clock there should be quiet and an opportunity to get things in readiness for the day's work. It does not seem just to make pupils tardy who are in their seats by nine o'clock, no matter what signals are given before that time for quiet study. In a former chapter reference has been made to the value of the opening exercises when properly conducted. As a part of the daily programme these exercises have a distinct and special value. When it is permitted to have a devotional exercise there should be reading by the teacher of a portion of Scripture, without comment, followed by the Lord's Prayer and the singing of an appropriate sacred song. It seems very unfortunate that there should ever be an objection to an exercise so universal in its character.

In communities where objections are made to such an exercise, it is feasible to have selections of choice literature of ethical import read by the teacher or, better still, recited by the pupils, with appropriate singing. There are many ways of varying the opening exercise in order to make it more interesting and instructive, but, as a rule, ten minutes are long enough to serve the purpose intended. No one will deny that a school is a better school where the opening is attended by good order and lessons of inspiration and helpfulness.—*Dutton's School Management.*

—WHAT do your pupils have to look at for hours of the day when they raise their eyes from the books? Is the room beautiful? Are you as beautiful as you can make yourself? See how the little faces all light up, almost without knowing it when you come to school in a new gown. "There is little merit in ugliness, and want of beauty may also cause sinfulness. Whatever makes life more beautiful should serve morality as well as pleasure, and minister directly to human need." The teacher conscientiously striving to cultivate a love for the beautiful in his or her pupils will favor things of real art, and will make their influence felt wherever possible. A photograph or fine engraving true to nature will do much to educate a child's æsthetic nature. Beauty is character. Lead pupils to see this.

—NOBLE representative art upon schoolroom walls everywhere will be very similar through its influence on our art education to that of representative books upon our literature. Good pictures, if well framed, will last for generations.

—THE value of our teaching, Dr. Hall tells us, is not the information put into the mind, but the interest awakened. If the heart has been trained, the rest grows out of it. Interest the feelings, the emotions, the heart, for they are the fundamental facts. People usually have but little mind who are without capacity for sensitiveness. Great men show this.

—THERE are few things that go farther towards making the home, the school attractive and pleasant to live in than good pictures. They brighten the walls, often tell interesting stories, and always, in their selection, show something of the tastes of people who enjoy them. Good pictures well framed are an essential feature of good school furnishing, and should be included among the necessary school supplies.

THE RIGHT TEACHING OF HISTORY.

History, if rightly taught, teaches the student to think correctly and logically. It teaches him to see the develop

ment or the evolution of society and the causes and effects of movements. It also gives the student an education in the political life of the past and enlarges his information. History has no great moral or ethical value save indirectly, and we should not use it to teach morals. It should not be turned around in order to inculcate morality or patriotism, but the truth, whether pleasant or unpleasant, should be taught. Anything else is very harmful.

History is closely associated with government, and its study greatly assists a student in understanding the institutions of to-day. It helps the student to understand the environments and to make good and intelligent citizens. Poor teaching often destroys the value of history. It should not be made a purely memory study and taught as a mass of unconnected facts, but the facts should all be united and all the faculties of the mind called into action. The teacher should see history as the development of the race, should understand and appreciate unity in the subject as a whole. To do this the subject must be studied logically; first, Oriental, Greek and Roman History; second, medieval and modern history; third, English history; and fourth, American history and government. Not until history is studied in this way will there be unity in the work of the teacher and the student, and without unity little or nothing can be accomplished. If studied logically history gives a student a knowledge of what the "heritage of the past" means. He realizes that he owes something to his ancestors and great leaders of the past. If American students could only realize their heritage from Europe the history of Europe would be far more interesting and much less difficult. Students who are taught the history of the past correctly come to realize the place of the human being in the universe. The events of the past can also be made to throw a valuable light on the events of the present and thus give the student a better understanding of the causes of present events and movements.

—*W. F. Niebrugge in "The Intelligence."*

QUESTIONS FOR YOUR LANGUAGE CLASS.

Give these questions to your eighth grade grammar or high school class and see what you get: What you get will

be more interesting if the questions are answered without help.

1. What is a word ?
2. What is the object of the study of language ?
3. Was language or grammar made first ?
4. Why is "I seen a boy," wrong ?
5. What is the difference in meaning between *deer's* and *deers'* ?
6. Rewrite this sentence "John wrôte his name," inserting the word *only*, to make it mean that one person, John, wrote
7. Rewrite the same sentence using *only* to make the sentence mean that John wrote nothing but his name.
8. Why do sentences begin with a capital and end with a period ?
9. Write two sentences having the same meaning, but one having a phrase where the other has a word.
10. Write a sentence in two forms having the same meaning, but one having a phrase where the other has a clause.

—THE majority of us find an extraordinary degree of satisfaction in fastening the blame for our misfortunes on others. We seldom stop to think that this attitude is childish and undignified. It is, of course, equivalent to a confession of weakness, or utter incapacity. If we cannot direct our own affairs successfully, if we have not sufficient intelligence and foresight to steer clear of the difficulties that beset our path, if we lack the firmness and tact necessary to keep intruders out of our way while we attend to our affairs, then, indeed, we are but sorrily equipped for the battle of life, and it is high time that we bestirred ourselves to effect the necessary improvement in our character and disposition. Nothing is more fatal to independent and effective action than the habit of leaning on and looking to others for assistance and support in the trials of life. We must learn to stand on our own feet, to accept with equanimity the consequences of our own actions; and to govern our lives without reference to the successes or failures of those who may be more or less fortunate than we. There are persons who court poverty by extravagance or wastefulness, who invite rebuffs by their presumption, who earn contempt by their selfishness, or inspire repugnance by

slovenly habits. But thus deliberately violating accepted canons of taste and principles of right living, they openly resent the infliction of the punishment that suits their crime. They demand, as a right, that the world shall treat them with the same distinction accorded to the prudent, the modest, the generous and the conscientious man or woman, whom none can fail to admire and love.

There are always good grounds for suspicion regarding the alleged grievances of the person who calls him or herself misunderstood. A really lovable man or woman is always beloved. A tiresome, exacting, disagreeable one is disliked and avoided. So when we meet with rebuffs, coldness, neglect or asperity on the part of others, let us not be in haste to charge them with ingratitude, unkindness or severity. Let us, first, hold up the looking-glass to ourselves and ascertain wherein we have displeased. Be sure, if we look well enough, we shall not fail to find that what we have had to endure has justly been merited by our own offences or shortcomings.—*L. E. B.*

—AN important factor in developing the character of a growing child is the recognition of his *individuality* by his parents and other members of the home circle. It has been graciously decreed that no two human beings shall be exactly alike either in person or character. Otherwise it would be a very dull and monotonous world. But many unthinking parents practically ignore this decree and proceed to treat all their children in precisely the same way; making of them exactly the same requirements; wholly disregarding those subtle differences of capacity and temperament which differentiate even homologous twins from each other and make, as it were, the meat of the one, the poison of the other. It is this indiscriminating treatment of the several children of the family circle that often breaks up the peace and the unity of the home and sends some poor misunderstood boy or girl into the street to live a life of waywardness and sin. If it does not carry so far as this, it at least results in heartaches and repressions of healthful spontaneity and activity that constitute a distinct loss to the individual child and to the ideal of family life.

Each child should be given his full rights as an original and responsible entity. He should be encouraged to think for himself and to express his opinions. These opinions,

and his right to hold them if honestly thought out, should be respected. He should have his own room and his own belongings, and his property rights in a top or a book or a bag of marbles should be as inviolable as his father's in a piece of real estate or a bank book. His temperament should be studied, and if compulsion makes him obstinate and evidently stirs all the evil in him he should be led, not driven. The rod may be just the thing, under certain circumstances, for one child; and under exactly the same circumstances it may be the very worst possible thing for another child of the same family. The tactful parent will discover and act upon these differences. They will affect the whole life of the child and the entire atmosphere of the home.—*Education.*

OLDEST MUSIC IN THE WORLD.

The oldest music in the world, reproduced as it was sung more than 2,100 years ago, was the feature of the session in Ann Arbor of the Michigan Schoolmasters' Club last week.

The Greek hymn to Apollo, written about 230 B. C., the first number on this rare programme, is older than any Chinese, Indian, Assyrian or Persian music that the modern world knows about. It is the first example extant of the harmony in which "modern music," that is the music of the occidental civilization, was founded. It was reproduced by Prof. W. H. Waite, Greek professor at Michigan, and Prof. Stanley and Miss Lella Farlan of the University School of Music.

The hymn to Apollo is different from any other music in the world. It was written to be sung by a chorus, but this chorus knew no division of "parts," nor chords as in modern music. The entire chorus sang as one voice. The musical notation of these Greek hymns has been known only a few years, and Prof. Stanley is reputed to be the best composer in this country of accompaniments for this Hellenic music. The hymn to Apollo was discovered at Delphi, in Greece, in 1893. It was found engraved on marble slabs among some ruins. It commemorates a thunder storm, which the Greeks believe their God Apollo sent to protect the sacred temple of Delphi and repulse an invasion of the Gauls in 280 B.C.

Four other Greek hymns and dirges were rendered at this ancient musical. One of them, the dirge to Sicilus, discovered about 200 A. D. on a Greek tombstone, is a masterpiece of literature, besides being fine music. The Greek words to this song, translated into English, read :

“So long as thou livest
Show thyself brave,
Vex thyself not at all,
For only a brief span does thy life endure :
Its end, time soon demands.”

—*Moderator Topics.*

REPORT OF INSPECTOR GILMAN.

AYLMER, 30th June, 1904.

Sir,—

I have the honour to submit my annual report for the year 1903-04.

Territory :—My district of inspection embraces the counties of Pontiac and Ottawa, and extends from Suffolk and Ponsonby on the Eastern boundary to Chapeau on the West, and from Hull to Maniwaki and High Falls at the North.

Mileage :—The distance from the Eastern to the Western extremity of this inspectorate is one hundred and fifty miles, and from North to South, one hundred miles. Owing to the nature of the country the roads are, as a rule, bad.

During the past year they have been extremely bad.

Expense :—Owing to the fact that the schools in my district are situated remote from the railroad, I am obliged to make my trips by horse and rig at an expense of two hundred and thirty-one dollars.

Inspection :—During the year I have visited all the municipalities in my district with the exception of the Upper Lièvre River Valley—in which, owing to failure on the part of the trustees to secure teachers, the schools are not yet in operation—these I intend to visit during the summer months.

I find it necessary to make two visits to some of the poor municipalities owing to the fact that part of the schools open at one season of the year and part at another ; often

the same teacher is moved after four months' residence in one district; some districts are so large that it is necessary to hold the school at two different points to enable the children to attend.

In some of the remote districts the schools are in operation only during the summer months.

The greater number of the schools continue in operation ten months.

Schools :—There are in all one hundred and sixteen schools in my district of inspection, six of which are in unorganized territory. Two of the latter are not in operation this year, owing to lack of funds.

The four French mission schools are in operation and doing excellent work again this year. The mission school at Namur should be newly seated, but funds are low and the trustees do not see their way clear to undertake the extra expense this year. Excellent work is being done at Masham dissent.

Classification :—I have used the new authorized forms in classifying the schools during the past year, and find them a great help. After comparison I have followed article 9, section 13 of the regulations of the Protestant Committee, and have arranged the municipalities under the following headings :—

Excellent :—Bristol, Clarendon, Hull, Eardley, North Wakefield (Village), Chelsea, Cantley, Upper and Lower Litchfield, East and West Templeton, Bryson (Village), Fort Coulange, Maniwaki, Lochaber in part and Onslow in part.

Good :—Thorne, Masham, Aylwin and St. Angélique in part.

Middling :—Wakefield, Lowe, North Onslow, Leslie, Stag Creek Lowe, Gatineau Valley and Buckingham.

Unsatisfactory :—The remaining municipalities with the exception of an occasional school.

School houses :—Very little change has taken place in the school buildings during the past year.

Cantley school house has been newly painted outside and inside, and a substantial stone foundation built under it, the school and outbuildings are now in excellent condition.

The dissentient school trustees of Masham have repaired

their school building and furnished it with new patent seats. New wood sheds have been built in Aylwin, Leslie and St. Angélique. Some other improvements are contemplated for the next autumn opening.

Taxation :—Annual taxation has not changed since last year. It ranges from five to seventeen mills on the dollar, and the school fees from ten to seventy cents per capita. The average rate of taxation in this district during the past year was 11 mills on the dollar and the average fee 26 cts.

The valuation of the land in these counties is exceedingly low when compared with its actual or sale value, being in many townships less than one quarter.

School boards :—The school boards during the past year have made in many instances greater effort to personally inspect their schools than they did in previous years, this has been stimulated by the teachers giving special days for visitors and by holding public examinations. About half the school boards visit their schools regularly. I notice, and have often called attention to the fact, that the best schools are always formed in municipalities in which parents and school officials take a live interest in the work of the teachers. The teachers themselves are more diligent and make greater efforts to stimulate their pupils to make satisfactory progress.

A progressive school must have the sympathy and co-operation, not only of the school officials, but of the whole community, not the *latent* sympathy and co-operation, but the active, whole-hearted, friendly and generous help. It must not be neglected in any of its needs or comforts, and lastly it must be taught, *not kept*.

Accounts :—The accounts of the secretary-treasurers are generally carefully kept and regularly audited. There are a few exceptions in the remote districts.

Teachers :—No more faithful, conscientious and devoted teachers could be desired than those found in my district of inspection, and I am pleased to note that faithful work on the part of teachers is being recognized by parents and school officials—their salaries are raised and they are induced to remain as long as possible in the same district. Perfect harmony has existed between parents and teachers and teachers and pupils. The commissioners make it a rule to engage only qualified teachers and Normal School

graduates are given the preference. Again I would call attention to the fact that the supply of such trained teachers is annually decreasing, and it is becoming difficult to fill even our best schools, at good salaries, with trained teachers. And it is still more difficult to secure teachers holding any grade of diploma for the remote districts. In some instances commissioners have, after repeated advertising, failed to secure teachers for their schools. Some schools are still closed for want of teachers. Five permits have been secured from the Department and four young girls are teaching without any authority.

Bonuses :—In awarding the bonuses to teachers, who have been most successful, I have followed closely the regulations prescribed by the Protestant Committee, and have recommended only such teachers as have complied with such regulations.

I have distributed the honor cards, which were provided by the Department, to those teachers who during the previous year were successful in obtaining the bonus.

Conferences :—Conferences were held in all the local centres of my district of inspection, these conferences were well attended. At the meetings I was assisted by Professor Gibson, of Ottawa, and at Hull, by Principal Honeyman, of Aylmer Academy. The subjects discussed at all the meetings were: English, arithmetic, geography, model lessons, discipline, school management, nature study by Professor Gibson, and civil government by Principal Honeyman at the Hull city conference.

General :—I am satisfied that general improvement is being made in all the schools of my district of inspection, and excellent work in many of them.

The commissioners and trustees do all they can to further the cause of education. The schoolhouses and school grounds are being gradually improved.

The teachers are faithful in the discharge of their duties. The parents and friends of the pupils are becoming annually more interested in the work of the schools.

Public Examinations :—Friday afternoon entertainments and visitors' afternoons are potent factors in stimulating public interest in our elementary schools.

Monthly honor rolls are published in the local papers. The results of the examinations are published and copies

of the local papers kept on file in the schoolhouse. Every effort is made to enlist the co-operation of the rate-payers in the work and progress of the schools.

We believe that much depends on public sentiment, and the teacher who succeeds in securing the co-operation of the parents and school officials will be successful in the work for which she is engaged, no matter how difficult the school may be to manage, and the people to please.

Secretary-Treasurers :—The secretary-treasurers have been advised to make their annual reports to the Department during the first fifteen days of the month of July, and to see that the commissioners meet to re-engage the teachers during the month of June.

Pensioners :—Pensioners residing in my district of inspection have been visited, and the annual report forwarded to the Department.

Poor Municipalities :—Such municipalities as are needy, and which comply with the required regulations, have been recommended for assistance from the poor fund.

Bulletins of inspection for each school have been forwarded to the Department during the year.

Finally :—After eight years of careful study of the condition of education in this district, I am convinced that a marked improvement has taken place during these years. Many of the grand-father comforts, by way of schoolhouses and furniture, have given place to more modern conditions—light, airy schoolhouses with proper heating and ventilating equipment, modern seats and desks. The two by three foot black-board has given place to a four by twenty foot one; the dark, dingy, bare walls, (except for ink spatter and dirt) have given place to historic and patriotic pictures and mottoes; flowers adorn the rooms, and many of our schoolhouses have an air of comfort about them. Yes, I can see a great change and I look forward to greater improvement in the near future.

Future :—First, I expect to see the Government of this Province awake to the conviction that elementary education is not receiving the support which the importance of the subject demands. The annual grant to each municipality, instead of increasing as the Province grows rich, is annually decreasing. Second, I expect to see the salaries

of the teachers of elementary schools very materially increased.

And third and last, I hope to see the salaries of school inspectors at least doubled.

REPORT OF INSPECTOR SUTHERLAND.

NEW CARLISLE, 8th August, 1904.

Sir,—

I have the honour to submit my school report for the year ending 30th June, 1904.

My district of inspection extends from the western border of New Carlisle, in the County of Bonaventure, to Dee Side on Restigouche River and Mann's Settlement on Matapedia, the most westerly Protestant schools in the county. The distance east and west is about 105 miles.

This inspectorate includes 10 municipalities and 30 school districts. Of these 26 had a school in operation during the whole or part of the school year.

The Baie des Chaleurs Branch of the Atlantic and Lake Superior Railroad runs nearly the whole length of this stretch of Bonaventure County and is a great convenience to me in my school work. I had occasion to make this journey four times during the year in order to overtake some summer schools before closing for the winter, and some others opening in May or June. By so doing I was able to inspect all the schools once and to visit some of them twice.

Of the 27 teachers employed in these schools during the year, 1 had a model school diploma from McGill Normal School, 4 had advanced elementary diplomas from McGill Normal School, 4 had advanced elementary diplomas from the Central Board, 2 had elementary diplomas from McGill Normal School, 6 had elementary diplomas from the Central Board of Examiners, and 10 had no diplomas, but were employed for the most part by your permission.

Most of the young women who had no diplomas were diligent teachers, and would undoubtedly make successful teachers if they were able to take a term in the Normal School.

With one exception, the most notable progress occurred in the schools conducted by the older and more experienced

teachers who had been retained in the same schools for two or more years.

Teachers' conferences were held in New Richmond and at Point La Garde. Nearly all the teachers attended. Miss Fair, of the model school, assisted me by giving a model lesson in teaching grammar. Together with several branches of practical school work the point of professional decorum among teachers toward each other and in dealing with school boards, was introduced for mutual discussion. The exercises were considered helpful and seemed to be enjoyed by all.

The assistance given to school boards by grants from the Poor Municipality Fund has been much appreciated and results are visible in the better seating of schoolrooms, in a fuller supply of wall maps and in the increasing length of the average school term.

The supplementary school books, which had been given to schools a year ago, are enjoyed by teachers and pupils. They are helpful as affording change and variety. Some teachers find it a good plan occasionally to give the primary readers to more advanced grades, to encourage freedom in reading and liveliness in tone and expression.

The dictionaries were welcomed as supplying a felt need and would be still more helpful if they contained the pronunciation of geographical names. It is difficult to read our newspapers now without help in this line.

The question of the supply of qualified teachers is becoming more serious each year. We have no male teachers at all, and energetic young women naturally look abroad to see if elsewhere they are likely to receive a more adequate reward for their toil. School boards should not think that they have yet reached the limit of their ability in the rate of assessment for so desirable a boon as progressive workers in their schools.

The rate of assessment varies from 30 cents to one dollar per hundred of valuation, the average being 65 cents. The monthly fee varies from 10 cents to 30, the average being 20.

During the past year, the school board of St. Laurent advanced their assessment rate from 80 cents to 100. Mata-pedia commissioners did the same the year before. There is a growing willingness in this respect to move onward.

The statistical figures for this year are rather lower than

last year, but in advance of those of the year before. Last year 26 schools were open; this year the same. Number of pupils last year, 587; this year, 561. Average attendance last year, 409; this year, 376.

New Richmond is still our banner municipality on account of its strong and successful model school and also the number of its elementary schools. But apart from the model school the salaries paid to teachers are much too low for so strong and prosperous a community. In this respect some of the smaller municipalities are doing better.

The following named teachers received a bonus and bonus certificate for successful work done in the preceding year:—

Mrs. Annie K. Busteed, Miss J. L. Robertson, Miss Lillian Fairservice, Miss L. Doddridge, Miss Annie McKenzie, Miss Annie McPherson, Miss Stella Scott.

The classification of our municipalities for the school year just closed is as follows:

Excellent:—New Richmond, Mann, Sellarville.

Good:—Hamilton, Shoolbred, Maria, Matapedia, Restigouche.

Middling:—St. Laurent, Caplan.

THE CONSOLIDATION OF RURAL SCHOOLS.

AN INDEPENDENT CONSOLIDATED SCHOOL AT TRYON,
PRINCE EDWARD ISLAND. BY GEO. D. FULLER,
DIRECTOR OF NATURE STUDY, MACDONALD RURAL
SCHOOLS, KNOWLTON, QUE.

The people of Tryon, P. E. I., have proved that it is possible to bring about consolidation without any increased expenditure and without any outside financial assistance. Tryon had formerly a school of about 60 pupils taught by two teachers. This school was taken as the centre and two other small schools were united with it, three teachers being placed in charge of the consolidated school which was formed by the union of these three smaller ones. It was soon found that the three teachers, by having the better classification and better grading possible in the one central school, could do more and better work than could

be accomplished by four teachers under the previously existing conditions.

To avoid extra expenditure until they had proved the superior advantage of the new system the central school board decided not to build immediately, but rented an old church, which had been abandoned for a more commodious building, and fitted it up with the desk and other furniture taken from the two schools which had been closed. This with the old school building at Tryon afforded very good accommodation for the larger number of pupils.

Two vans are employed to convey the pupils from the two outside districts, one bringing ten pupils a distance of three miles at a cost of 50 cents per day, and the other conveying twenty-four pupils nearly four miles at a cost of \$1.00 per day. These contracts for conveyance were made by public tender in a community where the wages of laborers differ very little from those paid in Quebec.

The economy of consolidation is plainly shown by comparing the cost per pupil under the old system and the new. Formerly the average attendance at the three schools was about 70 pupils, each costing the tax-payer \$11.84 per year, now the average is 84 pupils, each costing \$9.47 per annum, or a balance in favor of consolidation of \$2.37 per pupil each year. The total annual expenditure for the Tryon consolidated schools does not differ materially from that required for the three little schools under the old system.

In all the consolidated schools the most striking result following immediately upon transportation of pupils is the very marked increase in the regularity of attendance. With transportation of pupils an average attendance of 90 per cent of the enrollment is a frequent occurrence, one school of 180 pupils reporting an average of 95 per cent for the half year which closed with the Christmas holidays. When we remember that the usual average in our small country schools is only 60 per cent, we should no longer wonder that better results are obtained when schools are consolidated.

It has been urged against transportation that in Canada the severe weather and bad roads during the winter months would prove an insuperable obstacle, although the same objectors admit that they use the roads daily for

business purposes during the winter. The past winter has been the worst on record in the Maritime Provinces, railways have been obstructed and business interrupted by the severity of the storms. Reports from the consolidated schools in Nova Scotia, New Brunswick and Prince Edward Island all agree in reporting more than a usual amount of irregularity in the trips of the school vans, and on some days it was found impossible to reach the school, and yet the attendance at the consolidated schools has averaged much higher than in surrounding schools, and the attendance of those pupils of the consolidated schools who were conveyed in the vans from the outside districts has always been more regular than those from the home district who walked as they did before consolidation.

Another objection urged against the consolidation of schools is the larger expenditure needed to initiate and maintain a system requiring much larger school buildings and the conveyance of pupils at public expense. Many tax-payers when considering the quality of work done by such large, well organized consolidated schools as the Macdonald school at Middleton, N.S., allow the slightly increased cost to blind them to the vastly superior advantages of a thoroughly graded school with specialists in its various departments. Many will fail to see that more than an equivalent for the extra expenditure is given in the better teachers, the special departments and the high school privileges now offered for the first time to the area traversed by the school vans. To these careful financiers, who always first consider the cost, the school at Tryon should offer a strong argument for the economy of consolidated schools.

In the Province of Quebec the very small size of the ordinary country school is an additional argument in favor of this improved system of organization. It is true that on account of the irregular surface of our country, with its lakes and mountains, many school districts are so isolated that the pupils cannot, except at considerable increase in cost, be conveyed to any central school, but many localities exist where 5 or 6 small schools are found within a radius of 3 miles of a centre, with convenient roads leading towards this centre. In such localities consolidated schools would prove not only successful, but economical. It has

been proved that children may be conveyed successfully a distance of 6 miles, but with the greater distance there comes a very much increased cost, so that 4 miles has come to be regarded as about the limit of economical transportation.

In many localities a country village is the natural centre of the community, and the Academy or Model School in this village the natural nucleus of the consolidated school which should be established there. The change would benefit both the village and the country round about, for it would furnish a larger number of pupils for the Academy or Model School, and thus make it rank higher, while it would also bring the advantages of the academy to the door of every home within the radius traversed by the school vans. This would soon result in an increasingly high standard of culture and education in the rural parts of our province.

Consolidation would also tend to solve another of our difficult educational questions, for it would require a smaller number of teachers than did the old system. The salaries paid would be larger than those now paid in country schools, and at least equal to those paid in the various departments of our best academies, and there would no longer be the necessity of employing unqualified teachers.

In conclusion let us urge its careful consideration upon all who have the cause of education at heart, repeating the strongest argument in its favor, that it has been tried many times under very varied conditions and has almost invariably proved itself an entire success, and while many consolidated schools may be found where the system has been in operation from 5 to 10 years, we have yet to discover a single instance of its being abandoned after a fair trial.

—*Waterloo Advertiser.*

Official Department.

McGILL NORMAL SCHOOL,

Montreal, March 13th, 1905.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the

chair ; the Hon. P. Boucher de La Bruère, D.C.L. ; George L. Masten, Esq. ; Professor A. W. Kneeland, M.A., B.C.L. ; the Rev. A. T. Love, B.A. ; H. B. Ames, Esq., B.A. M.P. ; Principal W. Peterson, LL.D., C.M.G. ; W. S. Maclaren, Esq. ; Gavin J. Walker, Esq. ; the Hon. Sydney A. Fisher, B.A., M.P. ; the Hon. J. K. Ward, M.L.C. ; John C. Sutherland, Esq., B.A. ; Professor James Robertson, LL.D. ; the Rev. E. I. Rexford, M.A., LL.D. ; Principal S. P. Robins, LL.D., D.C.L. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., LL.M., K.C. ; the Hon. J. C. McCorkill, K.C., M.P.P., and James Mabon, Esq., B.A.

Also, by invitation, the Rev. Dr. Barclay, Dr. C. E. Moyse and John Dougall, Esq., representing the Normal School Committee.

The Lord Bishop of Quebec and J. Dunbar, Esq., D.C.L., K.C., being unavoidably absent, sent letters of excuse.

The Secretary announced that the Lieutenant-Governor in Council had been pleased to appoint as member of the Council of Public Instruction Professor James Robertson, LL.D., an appointment being necessary owing to the erection of the bishopric of Joliette.

Professor Robertson, who was present to represent Sir Wm. C. Macdonald, was welcomed by the Chairman to a seat as member of the Committee.

The Secretary reported that a meeting of the sub-committee which had been appointed to confer with Sir Wm. Macdonald and Professor Robertson in regard to some further assistance which Sir William is desirous of giving towards the improvement of the schools under the Protestant Committee of the Council of Public Instruction of the Province of Quebec, had been held in Montréal on the 4th day of March instant with a full attendance.

A recital of the proceedings of that meeting had been typewritten and placed in the hands of all members of the Committee in advance of this meeting.

This document, altered in some respects to meet the views of Sir Wm. Macdonald and Professor Robertson, was taken into consideration section by section, and was adopted in the following form :—

SECTION ONE.

“Professor Robertson, on behalf of Sir William C. Macdonald, intimated that the Macdonald Rural School Fund would provide fourteen scholarships of \$50 for each female and \$75 for each male teacher, to enable teachers from this Province to take a three months' course in Nature Study work at the Macdonald Institute at Guelph, Ont., beginning on the 4th of April next.

“An increase of \$25.00 would be made to the scholarships of those who complete the course successfully, and an allowance of five cents a mile one way would be made for travelling expenses.

“It was further stated by Professor Robertson that fourteen teachers may be nominated by the Protestant Committee for each of the short courses expected to begin in October 1905, and January and April 1906.”

It was moved by the Rev. Dr. Rexford, seconded by Dr. Peterson, and resolved:—

“That this Committee desires to accept with gratitude Sir William Macdonald's offer to provide scholarships for short courses in Nature Study for teachers upon the conditions named, and to express its readiness to co-operate with Sir William Macdonald in the administration of these scholarships.”

A sub-committee, consisting of the Rev. A. T. Love, the Lord Bishop of Quebec and Dr. Dunbar, was appointed to nominate candidates for the April term, and the Secretary was instructed to receive applications and to place them before the sub-committee.

SECTION TWO.

“After outlining the general plan for a Teachers' College and College of Agriculture proposed to be established at Ste. Anne de Bellevue, Professor Robertson stated that Sir William C. Macdonald is desirous of giving further assistance towards the improvement of the schools under the Protestant Committee of the Council of Public Instruction of the Province of Quebec.

“This part of the plan has for its object the enlargement of the opportunities and the improvement of the means for the training of teachers, and rural education generally.

(1) By the establishment of a Teachers' College and College of Agriculture at Ste. Anne de Bellevue ;

(2) By providing, in connection therewith,—

(a) A residence for female teachers-in-training.

(b) A residence for male teachers-in-training, and

(c) Courses in Nature Study, Household Science and Manual Training.

“ As a guarantee of efficiency it is proposed that the Protestant Committee make arrangements to grant diplomas as teachers to men and women trained at the Teachers' College and College of Agriculture to be established at Ste. Anne de Bellevue ;

(1) Who are up to the standard required by the Committee for character, health, and general fitness to be teachers ;

(2) Who have followed a course, or courses, of study approved by the Committee ;

(3) Who have received training and practice in actual teaching to the satisfaction of the Committee ;

(4) Who pass the examination, or examinations, prescribed for teachers by the Committee.”

On the motion of the Hon. Sydney Fisher, seconded by Mr. John Whyte, this section was adopted.

Moved by Mr. W. L. Shurtleff, seconded by the Rev. A. T. Love, and resolved :

“ Whereas the proposals made to this Committee by Sir Wm. Macdonald, in regard to training of teachers, seem to provide fully and satisfactorily for all the needs of our comparatively small Protestant population, in the opinion of this Committee it is expedient that all normal training of teachers be done at Ste. Anne, provided satisfactory arrangements to that end be made with Sir Wm. Macdonald and with the consent and authorization of the Government, and to the accomplishment of this end a sub-committee of five be nominated by the Chairman to discuss the necessary details with Sir Wm. Macdonald or his representative and with representatives of the Government, and to report to this Committee.”

The following persons were appointed :—The Rev. Dr. Shaw, Principal Peterson, Rev. Dr. Rexford, Alderman Ames and Mr. W. L. Shurtleff.

SECTION THREE.

“Whereas it is evident that any benefaction from Sir William C. Macdonald should not be made a means of relieving the Government or rate-payers from the duty of providing funds for all that is necessary in a system of education suited to the needs of the people.

“It is proposed that such action be taken by the Protestant Committee as will insure that if and when the Government may be relieved from the necessity of meeting the whole (or part) of the annual expenditure incurred at the present time for maintaining the Normal School in the City of Montreal, the amount to be saved to the Government in that regard shall be placed at the disposal of the Protestant Committee to be expended as follows:—

(a) Not less than one-half of the amount to assist poor municipalities.

(b) The remainder to promote education generally in Protestant schools.

(c) All under such regulations as the Protestant Committee may see fit to make from time to time, having due regard to the great benefit which comes to schools through qualified teachers of experience, and efficient supervision.”

This section was adopted.

SECTION FOUR.

“Whereas another part of the plan proposed on behalf of Sir William C. Macdonald is intended to assist in bringing about the consolidation of rural schools in localities where that is practicable with advantage, by means of a fund from which grants may be made to encourage school authorities to secure and retain,—

(a) A thoroughly trained and competent male teacher at the head of every consolidated school; and

(b) Other teachers, competent in the subjects and studies which hitherto have been common, and also qualified for employing the newer means of school education known as Nature Study, Household Science and Manual Training.

“ And whereas, a further part of the plan is for the purpose of affording further aid and encouragement to school authorities to improve their schools, chiefly by assisting them to secure and retain the services of thoroughly competent teachers of experience,

“ It is proposed that the general scheme as set forth be accepted and approved by the Protestant Committee.”

It was resolved that the general scheme of consolidation of rural schools as here set forth be approved with an expression of the greatest appreciation of the fine generosity of Sir William C. Macdonald, and of his wise and careful plans for making his gifts an effective means of improving the condition and opportunities of the people.

SECTION FIVE.

“ Whereas it would be most advantageous if (1) a residence for teachers-in-training attending the Normal School could be provided, and (2) suitable accommodation, equipment and means of instruction for Nature Study, Household Science and Manual Training could be made available to teachers-in-training ;

“ And whereas it does not appear that these desirable additions and improvements to the Normal School in Montreal can be secured, and whereas the present Normal School building is old, unsuited to its purpose, incapable of adequate improvement without great expense, and unprovided with sufficient grounds, and whereas it appears that these and other advantages to teachers-in-training might be provided at the Teachers' College and College of Agriculture at Ste. Anne de Bellevue without expense to the Government ;

“ And whereas it appears desirable that under satisfactory arrangements the whole of the Normal School training of teachers should be under one management ;

“ It is proposed that the authority (when constituted) of the proposed Teachers' College and College of Agriculture should be approached with an expression of the opinion that it would be advantageous and highly desirable if sufficient accommodation and adequate means should be provided by that authority for the full and thorough training of teachers for the Protestant schools of the Province.”

This section was adopted.

Dr. Shaw reported that after the last meeting of the Protestant Committee he had written, as requested, to Sir William Macdonald. The letter was read as follows, and the Secretary was instructed to embody it in the minutes of the Committee:—

Quebec, February 25th, 1905.

Sir William C. Macdonald,
Montreal.

My dear Sir,

I am charged with a very pleasant duty by the Protestant Committee of the Council of Public Instruction of this Province. At our meeting yesterday in Quebec we were favored with the presence of your representative, Professor Robertson, LL.D. Dr. Robertson gave us a most interesting account of the development of your noble benefactions in different parts of the Dominion and then proceeded on your behalf to make certain proposals which to us were most gratifying, dealing with the educational interests with which we are charged and more especially with the training of teachers.

I am instructed to convey to you assurances of our profound gratitude for your very generous offers, not only because of their intrinsic value, but also because of the wisdom of your choice of beneficiaries, and further because of the unostentatious spirit in which in this, as in many other cases, you pour out your wealth with purest and most patriotic motives for the advancement of education of all grades.

In view of the discouraging limitations with which we have long had to contend in this Province, you can well understand that your large and disinterested generosity is to us most encouraging. I may inform you that a Committee of six of our members has been appointed to consider at an early date the details involved in your proposals, viz the Hon. Messrs. Fisher and McCorkill, Principal Peterson, Alderman Ames, M.P., Dr. Robins and myself. I may say that at the earliest possible date the Committee will be convened to confer with Dr. Robertson so as to give early effect to your very kind proposals. Again thanking you

on behalf of the Protestant Committee for your great generosity,

I have the honor to be,
Sincerely yours,

WILLIAM I. SHAW,
Chairman.

The meeting then adjourned.

GEO. W. PARMELEE,
Secretary.

Memory Gems.

“Every man meets his Waterloo at last.”

Teach me to feel another's woe,
To hide the fault I see;
That mercy I to others show
That mercy show to me. —*Pope.*

Do not overwork the mind any more than the body; do everything with moderation.—*Bacon.*

Present opportunities are not to be neglected; they rarely visit us twice.—*Voltaire.*

Gather roses while they bloom,
To-morrow is yet far away.
Moments lost have no room
In to-morrow or to-day. —*Gleim.*

Still achieving, still pursuing,
Learn to labor and to wait. —*Longfellow.*

Perseverance is king.—*H. H. Shaw.*

Practice makes perfect.—*Franklin.*

I know not where His islands lift
Their fronded palms in air;
I only know I cannot drift
Beyond His love and care. —*Whittier.*

The present is the living sum-total of the whole past.
—*Carlyle.*

They never fail who die
In a great cause. —*Byron.*

The Funny Column.

"What happens when a man's temperature goes down as low as it can go?" asked the teacher.

"He gets cold feet," answered a small pupil.

Mamma—Tommy, I don't like to have you play with boys who are bad.

Tommy—But the good boys are no good, mamma.

"What a nice little boy," said the minister, who was making a call; "won't you come and shake hands, my son?" "Naw!" snapped the nice little boy. "My gracious; don't you like me?" "Naw! I had ter git me hands and face washed jist because you come."

Teacher—Anything is called transparent that can be seen through. Now, Willie, can you give me an example?

Willie—Yes, ma'am. A hole in the fence around the ball grounds.

The baby of the family was showing a group of admiring relatives how high he could kick. As he always used his right foot, one of the aunties asked him:

"Can't you kick with your other foot?"

"Course not," was the answer; "I've got to stand on that one."

The celebrated soprano was in the middle of her solo when little Freddie said to his mother, referring to the conductor of the orchestra:

"Why does that man hit at the woman with his stick?"

"He's not hitting at her," replied his mother. "Keep quiet."

"Well, then, what is she hollerin' for?"

Teacher—Bob, if you offer your sister one-half a sack of candy, what part will you have left?

Bob—The sack.

Miss T—John, make a declarative sentence using the word "peruse."

John—Ladies use peruse on their faces when they go any where and sometimes when they stay at home.

Prof. Knowit, after much explaining of the mysteries of long division—Mabel, you may define the word “quotient.”

Mabel—Well, sir, it's just like if you say a quotient from Longfellow.

Teacher of spelling—William, define the word “devout” and use it in a sentence.

William—Devout means pure. We should drink devout water.

“They say that all the world loves a lover,” said the rejected suitor as he ate his dinner from the mantel-piece. “But there are generally two exceptions to the rule—the girl you want to be your wife and the man you want to be your father-in-law”—*Princeton Tiger*.

JUST SHOPPING.

“Where are you going, my pretty maid?”

“I'm going a-shopping, sir,” she said.

“And what are you buying, my pretty maid?”

“Nothing, I'm shopping—that's all,” she said.

—*Seattle Post-Intelligencer*.

Who is it that can marry, yet live single? A clergyman.

What is it that we often look for, but do not wish to find?
A hole in a stocking.

Why are sentries like day and night? When one comes,
the other goes.

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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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JUNE-JULY, 1905.

VOL. XXV.

JUNE.

I feel a stirring in the blood
I cannot quite explain,
Although I've felt it many times,
And feel it now again.

There's something in the earth and sky,
That sets my heart atune,
And sends me to the open fields
To drink the air of June.

I'm getting well along in years,
And yet, I can't complain,
For with the scents and scenes of June
My youth comes back again.

And so with friends that long are gone,
I still hold sweet commune,
Along the lanes and through the fields
Of iridescent June.

—J. H. Rockwell, in *Four-Track News*.

Editorial Notes and Comments.

—THE attention of the Head Teachers of all the Protestant Superior Schools in this Province is directed to the changes which have been made in the course of study for Superior Schools for the year 1905-06.

1st. That eighty pages of Sykes' Elementary Composition will be added to the work in English in Grade II. Academy.

2nd. That the work in Chemistry for Grade II. Academy will comprise chapters one to ten inclusive in Remsen's Chemistry. With these slight alterations the course of study for 1904-05 will remain in effect for the following year.

—INSPECTOR Gilman, who for many years has so efficiently performed the onerous duties of inspector of public schools in the counties of Pontiac and Ottawa, has been transferred to the district of Huntingdon, rendered vacant by the death of the late Inspector Macgregor, and Mr. James Mabon, B.A., has been appointed as his successor. Mr. Mabon, who resigned the Principalship of Lachute Academy to undertake the work of an inspector has an excellent record as a teacher, and he will bring into his new field of labor the qualities of heart and mind which brought success at the teacher's desk.

—IN this issue we reprint from "Education" an excellent article on writing by S. I. Kreemer of the West Chester, Pa., High School. In order to secure data bearing upon the relative merits of vertical and slant writing, he secured the testimony of 100 teachers in primary grades, 100 in advanced grades, and, going beyond the school room, he obtained the opinions of 100 business men upon this subject. The testimony from all these sources is entirely in favor of vertical writing. We commend this article on writing as well worthy of perusal.

—BEFORE this issue of the RECORD reaches its readers the Superior Schools will be closed for the summer holidays. A copy of the annual Tabular Statement shewing the standing of each school will be sent to the Principals of the Superior Schools who send their address to the Inspector of Superior Schools, Quebec. A schedule containing the marks taken by the respective pupils in each Superior School will be sent to each Secretary-Treasurer for verification on or before the 1st of August. Head Teachers will communicate with the Secretary-Treasurer in order to ascertain these results.

—ON or before the 15th of July, a list containing the names of all pupils in grades I. and II. Academy who have passed the examinations successfully, will be sent to the Secretary-Treasurer of each Superior School which presented pupils for this examination. The Secretary-Treasurer upon receipt of this information will notify all the successful candidates in order that any, who so desire, may make application for admission to the Normal School.

—THE American Institute of Instruction—the oldest Teachers' Organization in existence—will hold its seventy-fifth Annual Convention in Portland, Maine, July tenth to thirteenth. On Monday evening, July 10th, the Address of Welcome will be given by His Honor Mayor Percival P. Baxter, of Portland. The programme, which is replete with good things, has been admirably arranged.

The General Sessions will be held, morning and evening, in the City Hall. The Department Sessions, viz., Department of Training and Supervision; Department of Home and School; Department of High and Grammar Schools; Department of Primary Schools and Kindergartens, will be held in the First Parish Church and in the High School Hall immediately after the close of the morning general session, viz, from 10.45 to 12.45. As the evening session does not open until 8 o'clock, visitors will have an opportunity to see the sights surrounding "a city of beautiful homes."

"A point worthy of special attention is that at no place in New England can be had so much excellent transportation service and such high grade entertainment for so small an outlay of money. Those desiring to avail themselves of the advantages of a splendid educational meeting and at the same time derive the benefits of rest and recreation at a first class resort at moderate expense, should improve the opportunity offered by this Portland Convention."

Articles : Selected.

WRITING.

Professor S. I. Kreamer, High School, West Chester, Pa.

A desire to find out what systems of writing are taught, the advantages and disadvantages of each, and to ascertain whether any particular system is preferred by business people with the reasons for any preference, to the end that the schoolroom may furnish more efficient training and preparation for life, prompted the sending out three sets of questions; one set to teachers of primary grades, one to teachers of advanced grades and high schools, and a third to business men and women.

I wish to thank those to whom these letters were sent for the kindly interest shown by their prompt replies and for additional information in letters bearing upon the subject.

Three systems of writing, the slant, the medial, and the vertical, are now taught more or less generally. The Spencerian with its slant of fifty degrees from the horizontal is one of the older systems. I might remark that it is found on investigation that later teachers of slant writing changed the angle to fifty-two degrees and finally to fifty-five degrees from the horizontal. Thus we find a tendency toward the medial and vertical. The reason given for this change was that it produced a bolder business hand. Whether that implies a more legible writing I am not able to say. The medial has a slant of about seventy-seven degrees from the horizontal, and in the vertical we have an angle of ninety degrees.

The questions sent to teachers of primary grades are as follows:—

1. Have you ever taught a system of slant writing to beginners?

2. Have you ever taught a system of vertical writing to beginners?

3. By which system did your pupils learn to write the more quickly?

4. If the pupils face the desk with the edge of paper parallel to edge of desk, is the tendency to a vertical or a slant hand?

5. By which system was the writing the more legible at the end of the first year? At end of second year? At end of third year?

6. Are you now teaching a system of vertical or slant writing?

7. Which system do you personally prefer? Give reasons.

8. Do you in teaching beginners to write have them write frequently on blackboard, using whole arm movement?

9. Do you have them use same movement when writing at the desk?

The object of these questions was to ascertain what system is the most easily learned; that is, by which system is

time saved in the learning, which is a natural system, and what may be claimed for each.

One hundred of them were sent out and one hundred and twenty replies were received. Some of the teachers to whom they were sent returned replies from all the primary teachers in their schools. In answer to the first question, seventy-one say yes ; forty-eight say no. To number two, seventy-four say yes, and forty-one say no. Fifty-seven have taught both and are therefore in a position to speak from experience as well as from observation in answer to the third question. Of these six say slant, forty-eight say vertical, three do not answer. Eighty-eight and eight-tenths per cent say by vertical writing time is saved to the pupil. Eleven and two-tenths per cent say as much for the slant system. From the great preponderance in favor of the vertical, it seems fair to infer that in the cases in which slant was learned the more quickly there must have been some peculiar condition other than the system of writing which brought about this result. In each of these six instances the answers were from those who in reply to the seventh question say they personally prefer the slant writing. From another paper, I get the statement that we are apt to teach with greater success the things which we prefer. This may have something to do with the above.

We can but conclude, therefore, that time is saved for those pupils who are taught vertical writing.

The fifth would logically follow the third. In answer to the same, fifty-seven say the vertical system, two say the slant, and one says the medial. Twenty do not answer. If vertical writing is more legible, as must be true from the preceding, then time is saved for those who must read the same.

Thus far by replies from teachers of primary grades we learn that time is saved to both teacher and pupil by using a system of vertical writing.

The object of the fourth question is to ascertain which is a natural system of writing. It is assumed that that is the natural system which will be produced by pupils in primary grades, occupying a natural position at the desk. The question suggests the correct position of pupil and paper. The authority for this is an article on School

Hygiene by S. D. Risley, A.M., M.D., Ph.D., professor of ophthalmology in Philadelphia Polyclinic and College for Graduates in Medicine, attending surgeon to the Wills' Eye Hospital, Philadelphia. He says: "The weight of authority would seem to favor the vertical script and the placing of the paper in a central position in front of the pupil, the top and bottom of the sheet—that is to say, the ruled lines on the paper—being parallel to the plane of the body, the pupil being required to face the desk squarely."

The fourth is answered as follows: eighty-eight say vertical, eight say slant, five backhand, six do not answer. This seems to decide for us that vertical writing is ordinarily the result of a proper position of pupil and paper and therefore a natural system.

Out of one hundred and fifteen who answered the sixth question, ninety-four are teaching vertical writing; eleven, slant; nine, medial. With this—the seventh—I asked for reasons. Some of these follow. The reason most generally given for preferring the slant is rapidity; three say it is more natural; several say it is demanded in business; others object to the vertical because it results in a "back hand"; one says, "A back hand, an abomination of the worst sort." Another objection is that a child's handwriting becomes monotonous and the individuality is destroyed. Another says, "Vertical fad." Not by any means an uncommon idea brought out is that pupils taught the vertical through the grades, when they get to the high school where much writing is done from dictation, quite frequently slant their writing either to the right or left. In other words, they do not write vertically.

Those favoring the vertical give the following reasons: A few believe it can be more rapidly written; others say legibility is the first requisite and that vertical writing possesses that quality in a greater degree than any other. Many who oppose the vertical system on other grounds admit its superior legibility. Another says, "More quickly learned and more easily taught." One briefly says, "Quicker taught, easier read." A teacher of much experience says: "The vertical system is the natural way for the children; position in desks gives an equal strain to both eyes. The body is in a natural position and no deformity is caused." "The muscular and arm movements

are more easily taught to beginners." Another says, "The position of the body is more nearly what it ought to be; the strain on the eye is less." A superintendent says, "I use the slant writing, but I believe time is saved by using the vertical." "Vertical gives less opportunity for carelessness." "It is just as rapid if the slant is well done." The following from a prominent Pennsylvania superintendent: "In slant writing only the good writing is legible; in vertical the work of almost every pupil is legible." "There is a tendency to write larger, therefore plainer." "It is natural to a little child."

From the foregoing we deduce the following:—

- I. Vertical writing can be taught in less time than slant.
- II. In lower grades vertical writing is more legible.
- III. That a child occupying a natural position at the desk will write vertically, and therefore this is a natural system.

The list of questions to be answered by teachers of advanced grades and high schools is as follows:—

1. In marking written work, which can you do with the more facility and dispatch, that written vertically or that written slanting?
2. In dictation work, have you noticed any difference in the speed obtained by pupils using a system of vertical writing and by those using a system of slant writing?
3. The greater speed is with which system?
4. Have the pupils compared been using the respective systems all their school lives?
5. Do you teach slant or vertical writing?
6. How many words of average length can your pupils write in legible hand per minute?

Of one hundred and four replies, eighty-three say they can mark the work written vertically with more facility and dispatch than they can that written slanting. Sixteen claim the same for the slant, five see no difference. From numbers two and three, we get this: sixty-three say the greater speed is with the slant; ten claim greater speed to be with vertical writers; twenty-six see no difference: fourteen do not answer the question. Forty-four answer number four in the affirmative; forty-eight in the negative; eighteen do not answer. So if in a majority of cases the

pupils have not had this system all of their school life, little can be gotten from these so far as speed is concerned. In reply to number five, it is ascertained that ninety-one teach the vertical system; ten, the slant; and ten the medial. Few answers came to number six. The lowest given for slant writing is twenty-four words per minute; for vertical, twenty; for medial, twenty; highest for slant, thirty-six words; for vertical, forty-one; for medial, forty. The average as given is so nearly the same that it is scarcely favorable to any system. Besides, a number say it is but their judgment—that they have made no test.

Lately there have fallen into my hands more extensive speed tests in both vertical and slant writing. In slant writing in a business college the average was one hundred and five letters per minute; in a high school, one hundred and seven; in the upper grades in a number of public schools, a test of vertical writing showed an average of one hundred and thirty-three to one hundred and sixty-four letters per minute. From the foregoing, we must conclude that by vertical writing time is saved for both the writer and the reader.

There were some who gave through letters valuable information. A principal of a Pennsylvania state normal school says: "We here generally believe in the vertical writing. We teach nothing else. The writing of the school has greatly improved since we used the vertical system. State examiners who come here praise it highly." A superintendent says that facility in marking written work depends upon the kind of handwriting to which one is accustomed. The same teaches slant and gives us an average, in a class of seventeen, of twenty-five and one-half words per minute. A prominent superintendent in a New England state has the following: "After six years of the vertical we were unanimous for a change to the medial slant. The teacher of penmanship prefers to have the vertical in the first and second grades, changing to the medial the last of the second or the first of the third. They learn to write legibly in the first grades in one-half the time with the vertical system; in the upper grades they cannot write so fast, but the fact remains that so far as ease in reading is concerned there is nothing quite like the vertical." Several say they teach vertical in lower grades and slant in high

school. A Maryland superintendent states, "After carefully examining the various systems—their advantages and disadvantages—the medial is found to be the best." From a Pennsylvania teacher we receive the information that many of his teachers favor returning to the slant system. They claim they cannot get as good results from the vertical. He concludes with the following:—"My opinion is that they being slant writers by training, find that they can get better satisfaction with the slant system. I have not decided to return." A Chicago principal replies in the following words: "I teach writing, *i. e.*, the training of the hand to hold the pen loosely in any and all positions, and the training of the hand and arm to move freely and easily in shaping the letters and joining them into words. These are the weighty matters in writing; all else is merely 'mint, anise, and cummin.' They may put their writing in any slant they choose so they write freely and easily. I say nothing about slant." He says further: "Vertical writing is of all the fads ever introduced into schools the silliest." I may say that the author of the above sent me fifteen pages of typewritten material to verify his statement. A borough superintendent replies in these words: "I am satisfied that the vertical system makes the best writers. I can see no reason for urging speed." A number of others agree that speed has ceased to be of primary importance.

The questions sent to the business people are as follows:

1. Do any of those employed in your house use a system of vertical writing?
2. Have you ever had occasion to feel that those using one system write more slowly than those using another?
3. If so, what system?
4. Do candidates using a particular system of writing find more ready employment than those using another?
5. If so, what system?
6. What objection is made?
7. Is there any class of work in which one system of writing is preferred to another? What? Why?
8. Which is the more legible, vertical or slant writing?
9. Which system do you prefer?
10. Why?
11. How many words of average length is a fair speed per minute in writing?

12. Which of the following do you think of first importance in writing? Which of the second? Which of the third?

- (a) Legibility.
- (b) Rapidity.
- (c) Beauty.
- (d) Space occupied.

13. What other quality would you mention as important?

14. Everything else being equal, is that system best which the most nearly approaches the printed page?

Quite a number of those who replied did so by letter rather than filling the blanks on the paper sent them. Of those who filled the blanks, twelve answered the first question in the affirmative, seven in the negative. In answer to questions two and three, fourteen say they have noticed a difference, and fourteen say the vertical is slower. To the fourth, thirteen say yes, and thirteen say no. In reply to which gets the more ready employment, five say slant, two say vertical. The objection is raised that the vertical is slow. From replies to the seventh it is found that for library work, vertical writing is required. Answers are equally divided in reply to the eighth. For the ninth, we find eight prefer slant, three vertical. Greater speed is given as a reason for the preference. Few answer the eleventh question. Those range from twenty to thirty-five words per minute. With a single exception, legibility is given as the first requisite, rapidity, second, and beauty, third.

The tenor of the letters is quite different from many of those above referred to. The General Passenger Agent of the Pennsylvania Railroad makes the following statement: "It has never been our rule to pay any attention to the system of writing except that it be legible." A letter from a Boston firm says, "We do not restrict our office force to any system of handwriting, and we have no decided choice." Another, "We have no preference; all we require is good legible writing." From the Corresponding Secretary of the Mutual Life Insurance Company of New York, we have this statement, "No account is taken of the style of penmanship." A number of others say they have no choice, and add, in substance, that speed and style are of comparatively little importance, as the typewriter takes

the place of script. The following is from one of the largest publishing houses in New York, "We use typewriters for letters, card catalogues, loose ledger leaves, and invoices." It is ascertained that the copying in various county and state offices is done by typewriters made for writing in large books. Lawyers' briefs and nearly all business correspondence are done with the machine. A member of a leading firm of architects says, "All our employees are required to use the vertical because of its legibility." A lawyer informs me that were typewriters not so generally used, the demand for vertical writers for legal work would be much greater than for those using the slant.

Now at what have we arrived in this discussion?

I. That vertical writing is more quickly and more easily taught.

II. That vertical writing is more legible and therefore more quickly read.

III. That vertical is a natural system of writing.

IV. That without tests the slant system is thought to be the more rapid.

V. That in tests made, vertical has greater speed.

VI. That speed is not of primary importance

—*Education.*

REPORT OF INSPECTOR THOMPSON.

COATICOOK, 6th September, 1904.

I have the honour to submit my annual report for the year ending June 30th, 1904.

Bulletins of inspection have already been forwarded to your office for each school in my district.

There has been no change in the limits of my district since last year which comprises the Protestant schools of the County of Stanstead and the Western part of the County of Compton.

In this territory there are twenty-four municipalities, thirteen in Stanstead and eleven in Compton.

There are twelve superior schools in my district, viz: Stanstead Wesleyan College, King's Hall, (formerly known as Compton Ladies' College), the academies of Coaticook

and Cookshire, and the model schools of Magog, Waterville, Hatley, Sawyerville, Beebe Plain, Barnston, Compton and North Hatley. The attendance at nearly all those schools has largely increased during the last five years, while the attendance at the elementary schools for the same period has diminished from year to year.

There are in my district one hundred and thirty-four schools. One hundred and twenty-one under the control of commissioners and thirteen under the control of trustees. Eleven of these schools were closed during the year on account of the small number of pupils to attend.

The total attendance during the year was only two thousand and ninety-one, the average attendance being one thousand five hundred and fifty-seven. There has been a decrease of two hundred and ninety-seven in the last five years.

The need for consolidation of schools, more particularly in the municipalities of Stanstead and Barnston, is becoming more apparent. In a few instances two districts have been united, also small schools have been closed, and the few pupils who attended them allowed to go to other schools situated at a convenient distance.

Teachers' conferences were held as usual at Barnston, Stanstead, Compton, North Hatley, Sawyerville and Island Brook. The attendance of teachers (with one exception) was very good.

The bonuses, given by you for successful work, were received by the following teachers: Mrs. Idelia Rogers, Eaton; Misses Phelinda Pellerin, Hatley; Maud Wheeler, Newport; Annie Pocock, Compton; Annie Stenning, Dixville; Caroline Ives, Stanstead; Lulu Gould, Stanstead; Edith Temple, Stanstead; Nora M. Little, Clifton; Winnie Oliver, Barnston; Flora Aldrich, Barnston; Clara Farwell, Compton; Frances Harvey, East Clifton; Grace Glen, Newport, and Mrs. Mary Wallace, Dixville.

Of the one hundred and twenty-three teachers employed last year, forty-nine have diplomas from the Board of Examiners, thirty-seven from the McGill Normal School, about ten had permits to teach one year, and the remaining twenty-seven were teaching without diploma. I may say of the latter number that nearly all of them were good

teachers, having received their training at an academy. Several of them had passed successfully Grade III. academy. A few were from the United States and have received their certificates of qualification there.

Supplementary grants have been received in six municipalities in my inspectorate. The school commissioners and ratepayers fully realize that these grants are not given to lighten taxation but to procure the most essential requisites for their schools.

The schools in those municipalities are now well supplied with maps, globes, &c.

The following is a classification of the municipalities according to Reg. 13 of the Protestant Committee, and based on the following points :

1. The length and arrangement of the school year.
2. The condition of the school-houses, closets and grounds.
3. The supply of apparatus, black-boards, authorized school journals.
4. The use of the course of study.
5. The use of a uniform series of text books.
6. The salaries of teachers and method of payment.

Good :--Dixville, Coaticook, Eaton, Stanstead Plain, Hatley, Newport, East Clifton, Clifton, Compton, Barnston, Stanstead. *Fair* :--Magog, Hereford (diss.), Barford (diss.), Auckland.

I notice in the above arrangement that Eaton occupies third place. Three years ago it stood sixth in order of merit.

The school commissioners of this municipality continue to take a lively interest in their schools. Several school houses have been extensively repaired during the past year, and in a few instances the school grounds have been improved.

I have endeavored to carry out your instructions according to the best of my ability and succeeded in visiting all the schools in my district (with one exception) at least once during the year that is closed.

I have again to thank all who have given me their assistance and co-operation, and to express the hope that the same will be continued in future.

REPORT OF INSPECTOR HEWTON.

RICHMOND, 31st October, 1904.

I have the honour to submit my annual report.

I regret to state that continued illness interfered seriously with my work during the year and rendered it impossible for me to visit all the schools of my inspectorate while they were in operation. The great majority, however, were inspected, although in several cases this necessitated two or three visits to the same municipality.

My inspectorate extends over five counties and includes in addition one township of a sixth. There are in this territory thirty-three school boards under my jurisdiction. Of these, thirteen are boards of commissioners and the remaining twenty boards of trustees. Four of the latter are wholly or in part under French Protestant control. Three other municipalities have likewise schools in which the pupils are French Protestants. The most successful of these schools are at St. Theodore, in the county of Bagot, and at Berré, in the county of Shefford.

The good work, commenced several years ago, of renovating and refurnishing the school buildings, has been continued; the number of comfortable, well equipped buildings has consequently been increased. The expenditure under this head has been considerable. In this class Sherbrooke, this year, easily stands first, having expended upwards of twelve thousand dollars in improving buildings for the benefit of elementary pupils.

In addition to the elementary schools of small village and rural districts there are in the territory under consideration seven superior schools having well attended departments for junior scholars. These are located at Sherbrooke, Richmond, Danville, Lennoxville, Windsor Mills, Ulverton and South Durham. At Kingsey Falls, there is also a graded school with two teachers. I wish likewise to refer to the school conducted for many years at the mining village of Eustis by Mr. Walter Odell. This school has an average attendance of about fifty pupils, many of them of ages running from fifteen to eighteen, and has been a powerful influence for good within the community where it is situated.

At Lennoxville are located the Arts and Divinity Faculties of the University of Bishop's College, as well as the flourishing preparatory department, known as Bishop's College School.

The pedagogical conferences or institutes continue to be of interest and are well attended. Among those whom I have to thank for valued assistance are Rev. Principal Whitney and Mr. Routh, of Bishop's College, Lennoxville; Principal Truell, of Sherbrooke; Principal Moore, of St. Francis College; Rev. Mr. Pate, of Richmond; Miss Beckett, Miss Jackson, Miss Griggs and Miss Avery.

There is a noticeable improvement in the matter of salaries during the past year. The municipality where the best salaries are paid to teachers engaged in the elementary schools under my control is Sherbrooke; the highest salary paid a lady in these institutions is six hundred dollars and the lowest three hundred. The highest salary paid a male teacher in any of my elementary schools is six hundred dollars. This, however, is not all paid directly by the school board, but through an arrangement with a corporation in connection with some commutation of taxation. Five years ago the average salary paid by the rural municipalities was fifteen dollars per month, now it will exceed seventeen. It must not be forgotten, however, that in almost every one of the municipalities where these low salaries obtain the ratepayers are obliged to tax themselves to obtain even these indifferent results at a much higher rate than are those of centres of population and wealth, like Montreal or Sherbrooke.

The demand for certificated teachers continues to exceed the supply. The increase in uncertificated teachers has not, however, been very marked. I expect to find it more so doing the ensuing year. The shortage in the supply of teachers is a source of great inconvenience both to school boards and to your inspector; to the former because of the increased difficulty in conducting the schools under their control and to the latter because of the increased travel, labour and expense entailed by repeated visits to a school municipality before he can inspect all the schools thereof while they are in operation. Many of the school boards meet this difficulty, to a certain degree, by retaining a teacher in their employ and commencing a term in one

school as soon as one has been completed in another. This is of course not entirely satisfactory, but it seems the best thing that can be done under the adverse circumstances. I have no doubt whatever that were the emoluments of the profession adequate to the demands made on its professors, the supply would soon equalize the demand. Save the application of an external remedy, by means of which school boards shall have control of more abundant funds for the payment of teachers, I see little hope for any rapid improvement in the immediate future.

School boards, collecting eight mills on the dollar for educational purposes and at that able to pay only seventeen or eighteen dollars per month, cannot see their way clear to a very material increase in the stipends of those whom they employ to educate the children who reside within the borders of their municipalities.

The bonuses given to teachers and the grants to poor municipalities were both awarded and have been productive of good.

Since my last report, one of the oldest teachers in my district, who has for several years been under the operation of the Pension Act, has been called to her reward, Miss Abbie Gilman. With unobtrusive earnestness this lady for more than fifty years laboured in the field of elementary education to direct the wayward footsteps of the young towards the road to knowledge. In isolation and amid discouragement, she cheerfully continued her toil till the infirmities of old age compelled her to relinquish the task to younger hands. I desire to pay this slight tribute to her memory and to express the conviction that in that bright land, where rewards are more equally distributed, she is enjoying those honours which were earned but not received here.

REV. J. NEWTON KERR.

CAPE COVE, 26th September, 1904.

I have the honour to submit my annual report for the year ending 30th June, 1904.

Territory:—My district of inspection comprises the county of Gaspé and Bonaventure as far as New Carlisle, making

my territory about 120 miles in length and no railway communication.

Conferences :—This year, instead of holding one general conference, as I did last year, I held several at local centres convenient for teachers. The continued interest taken by the teachers in these conferences proves that they find them helpful in their work.

Inspection :—During the second half of the school year I visited and examined all the schools that I found in operation and reported in the regular forms to the Department. I found the majority of the teachers competent and taking an intelligent interest in their work. In accordance with instructions I examined the model schools in my district, but did not find them up to their usual good standard. There is need of another model school somewhere about the centre of my inspectorate, as it is almost 100 miles between these two.

School Boards :—There are 18 school boards in charge of the 31 schools in this inspectorate. Of this number, nine have visited their schools and 9 have neglected this important work. An occasional visit from some member of the board is an encouragement both to the teacher and her pupils, and I hope that those who have been negligent in this respect will awake to a sense of their duty. Five boards failed to audit their books last year, while two are several years behind in this respect.

Taxation, etc. :—In this respect there has been practically no change, the rate varying from 40c. to \$1.25 per \$100.00, while the average rate per \$100.00 has been 65½c. The fees vary from 5 to 30c. per month, the average being 12.28 per month per pupil. The increase received this year from the poor municipality fund has enabled many schools to be better equipped for teaching purposes, and consequently there is an improvement in the work done in the school.

School Houses :—A new school house is in course of erection at No. 2 district Grande Grève, and No. 1 at Gaspé Bay North has been enlarged and improved, while others have been furnished with modern seats and desks.

The school grounds, however, receive little or no attention. I think it would be a good thing if some inducement were offered for the best kept grounds.

ABSTRACT of the Minutes of the Thirty Ninth Annual Convention of the Provincial Association of Protestant Teachers of Quebec, held in the High School, Montreal, October 20th, 21st and 22nd, 1904.

FIRST SESSION.—October 20th, 10 a.m.—In the absence of President Rexford, Rev. Inspector Taylor, Vice-President, occupied the chair, and opened the Convention with prayer. The minutes of the last session of the previous Convention were read and approved, and the minutes of the Executive Committee for the past year were taken as submitted to Convention in the Executive Committee's Report.

The report of the Executive Committee was received and adopted.

Reports were then received and adopted from the Curator of the Library, the Committee on "Finance and Audit," the Representative on the Protestant Committee, the Pension Commissioners, the Committee on "Examinations and Course of Study for Superior Schools" (omitting clause IV. of their Report,) Committee on Examinations and Course of Study for Elementary Schools, and the Committee on Views of Canada.

It was resolved that \$10 be placed at the disposal of the Curator of the Library to defray the express charges both ways on parcels of not less than six books to one address, the object being to encourage teachers to take advantage of the Library.

SECOND SESSION.—October, 20th, 2 p.m.—President Rexford presided. The minutes of the morning's session were read and confirmed, after which a motion was unanimously adopted by the Convention protesting against any lowering of the standard of qualifications for teachers as had been suggested at a recent meeting of the Protestant Committee.

A resolution was then passed that the Executive Committee be instructed to urge the Department of Public Instruction to make some change in the School Law governing the collection of teachers' stoppages for the Pension Fund, so as to guard the teachers against neglect on the part of Secretary-Treasurers in sending in their annual returns to the Department.

Nominations were then received to the various offices of

the Association, and the following Scrutineers were appointed: Mr. Alexander (Convener), Mr. Sangster, Mr. E. Smith, Mr. Johansson, Mr. A. Rowell, Mr. S. Robins, Mr. H. W. Archibald and Mr. A. Wilson.

Dr. Goggin, of Toronto, then gave an interesting and suggestive address on the Beginnings of Reading.

THIRD SESSION.—Oct. 20th, 8 p.m.—The President occupied the chair. After musical selections by Mrs. Braxton Smith and Miss Snell, the Venerable Archdeacon Kerr gave the address of welcome, which was much enjoyed by the large audience.

President Rexford replied to the address of welcome, spoke of the influence of the Association and the work it had already accomplished.

Dr. G. Stanley Hall then delivered an address on "The Child, His Nature and Training."

FOURTH SESSION—Oct. 21st, 9 a.m.—The Convention was divided into three sections, of which the Kindergarten and Transition Section held its session in the Kindergarten Room, the Elementary Section in Room No. 8, and the Superior School Section in the Assembly Hall.

SUPERIOR SCHOOL SECTION.—Inspector Parker was elected Chairman and Mr. Honeyman Secretary.

Rev. Prof. McNaughton gave a lecture on the "Teaching of Classics," which was followed by considerable discussion.

Dr. Moyse, Dean of the Faculty of Arts, McGill, then gave an address on English Composition. Miss Cameron, M.A., of the Royal Victoria College, followed with some hints on the teaching of English Composition in Schools.

The following Committee on Latin Pronunciation was appointed to take the place of the Committee appointed the previous year. Mr. McBurney (Convener), Mr. Truell, Mr. Moore, Miss Binmore, and Miss Hammond.

2. ELEMENTARY SCHOOL SECTION.—Miss Peebles was elected President and Mr. E. Smith Secretary. Miss Hunter read a paper on Language Teaching and Miss Ross also gave a paper on Elementary Geography. Considerable discussion was followed, after which a motion was passed to the effect that the publishers of the "EDUCATIONAL RECORD" be asked to publish Miss Ross' paper on Physical Geography. Another motion was to the effect that the

Elementary Section be a feature of the Convention next year, and that a larger room be placed at its disposal.

3. KINDERGARTEN AND TRANSITION SECTION. — Miss Campbell was elected President and Miss H. E. Lawrence, Secretary. Miss Derrick gave a model "Morning Hour" with a number of her own kindergarten children. Miss Morrison then gave a paper on "Reading," which was followed by a Model Lesson on "Reading" by Miss Dodds with a class of her pupils. Dr. Goggin also gave a few suggestions at the close of the lesson. The Question Box was then taken up and the session closed with a unanimous desire that Kindergarten and Transition work should continue to have a place in future meetings of the Convention.

FIFTH SESSION.—Oct. 21st, 2 p.m.—President Rexford occupied the chair. The minutes of the three sections, which had met in the morning, were received and adopted. It was then resolved that the minutes of the different sections of Convention be hereafter always received, considered and adopted, in whole or as amended, and that they then form part of the minutes of Convention. A motion to the effect that the next Convention be not held in Montreal was voted down.

Inspector Parker then read a paper of a very practical character on the "Teaching of Fractions."

Professor Sinclair, of the Ottawa Normal School, then gave an address on "Culture versus Utility in Educational Procedure."

A motion was passed to the effect that the ballot box be left open till 4 o'clock.

The list of persons proposed for membership was referred to the Executive Committee.

SIXTH SESSION.—Oct. 21st, 8 p.m.—President Rexford occupied the chair and appointed Messrs. McBurney, (Convener), Dresser, Mabon and Miss Peebles a Committee on "Resolutions."

An illustrated lecture on Colour Study was then delivered by Dr. Sinclair, after which the members of Convention adjourned to the Gymnasium, where they were welcomed by Rev. Dr. Shaw, on behalf of the Montreal Board of School Commissioners, to what proved to be a most enjoyable *Conversazione*.

SEVENTH SESSION.—Oct. 22nd, 9.45. —President Rexford presided. After the reading and confirmation of the minutes of the last two sessions, a list of 85 persons recommended by the Executive Committee for membership in the Association was submitted to the Convention, and the persons therein named were declared elected. The Scrutineers reported the following officers elected :—

<i>President</i>	Mr. W. Dixon, B.A.
<i>Vice-Presidents</i>	{ Dr. E. I. Rexford, Dr. Parmelee Inspector McOuat.
<i>Recording Secretary</i>	Mr. W. J. Messenger, M.A.
<i>Corresponding Secretary</i>	Mr. W. A. Kneeland, B.C.L.
<i>Treasurer</i>	Mr. F. J. A. Bacon, B.A.
<i>Curator of Library</i>	Miss E. Hammond, M-A.
<i>Pension Commissioners</i>	{ Mr. H. M. Cockfield, B.A., Mr. M. C. Hopkins, B.A.
<i>Representative on Protestant Committee</i>	{ Mr. Jas. Mabon, B.A.

EXECUTIVE COMMITTEE.

Miss Peebles,	Rev. E. M. Taylor, M.A.,
Miss Robins, B.A,	Mr. E. M. Campbell, B.A.,
Miss A. Griggs,	Mr. E. W. Arthy,
Miss E. Binmore, M.A.,	Mr. Jas. Mabon,
Dr. Parmelee,	Mr. H. J. Silver,
Mr. H. A. Honeyman, M.A.,	Mr. S. P. Rowell,
Mr. J. W. McOuat, B.A.,	Mr. Chas. McBurney.
Mr. J. A. Dresser, M.A.,	

The Scrutineers also suggested that the certificates be not detached from the ballot slips except by the Scrutineers, and also that time for voting be allowed before and after certain sessions, and that the ballot box be closed during the sessions.

The Scrutineers' Report was received and adopted and the suggestion in it referred to the Executive Committee.

Mr. Mabon being elected as representative on Protestant Committee, the Scrutineers brought in a supplementary report to the effect that Mr. Gilman stood next on the list, and was therefore entitled to the vacancy on the Executive

caused by Mr. Mabon's election to two offices. This report was adopted.

The Committee of Convention on "Elementary Schools" was continued, substituting the names of Inspector O. F. McCutcheon for that of Inspector McGregor, and the Representative on the Protestant Committee in place of H. J. Silver.

The action of the Convention in continuing the Committee on "Examination, and Course of Study for Superior Schools" was reconsidered, and it was then resolved that the Committee be continued with the name of Inspector of Superior Schools substituted for that of Dr. Harper.

The Library Committee was also continued for another year.

Ald. H. B. Ames then gave an illustrated lecture on Canada, which was greatly enjoyed. A hearty vote of thanks was tendered the lecturer.

The Report of the Committee on Resolutions was then received and adopted. President Rexford thanked the members for the support they had given him during the Convention, and called the President-elect, Mr. Dixon, to the platform, who, after a few words of thanks for the honour conferred upon him declared the Convention, adjourned.

The judges of exhibits of school work then submitted their report, as follows :

Class A.	First Prize	Lachine Academy.
	Second Prize	Cookshire Academy.
Class B.	First Prize	Sawyerville Model School.
	Second Prize	Iron Hill Model School.
Class C.	First Prize	Elgin No. 5.
	Second Prize	Kensington School.
Class D.	First Prize	Sherbrooke Elementary School
Class E.	Special Prize	Westmount Academy.
Class F.	Special Prize	Macdonald Manual Training School.

CERTIFICATES OF HONOUR.

Hinchinbrooke (Vance) St. Malachie. Aberdeen and Riverside Centre and the McGill Model School for Girls, for cooking exhibits.

Montreal High School, the High School for Girls of Montreal, and the Senior School, for special exhibits of school work.

COMMITTEES OF CONVENTION.

1. *Library*—Misses Hammond (Con.) and Derrick, Messrs. Rexford, Silver and Dresser.
2. *Examinations*—Superior Schools — Messrs. Truell, (Con.), Vaughan, Macaulay, Mabon, Messenger, and the Inspector of Superior Schools.
Examinations—Elementary Schools—Messrs. McOuat, (Con.), Arthy, Taylor, E. Smith, Silver and McCutcheon.
3. *Pronunciation of Latin*—Mr. McBurney (Con.), Mr. Truell, Mr. Moore, Miss Binmore and Miss Hammond.

SUB-COMMITTEE OF EXECUTIVE.

1. *Exhibits*—Messrs. Cockfield (Con.), Rowell, Silver, Parmelee, Misses Peebles, Robins and Binmore.
2. *Printing and Programme*—Messrs. Arthy (Con.), W. Messenger and W. A. Kneeland.
3. *Periodicals*—Miss Griggs (Con.) and Miss Robins.
4. *Finance and Audit*—Messrs. Hopkins (Con.), Rowell and Silver.
5. *Text books*—Messrs. Mabon, Representative on Protestant Committee (Con.), Arthy, McBurney, Messenger and Dresser.
6. *Views of Canada*—Messrs. Truell (Con.) and Honeyman.

EXECUTIVE COMMITTEE.

<i>President</i>	W. Dixon, B.A.
<i>Vice-Presidents</i>	{ Dr. E. I. Rexford, Dr. Parmelee, Inspector McOuat, B.A.
<i>Recording Secretary</i>	W. J. Messenger, M.A.
<i>Corresponding Secretary</i>	W. H. Kneeland, B.C.L.
<i>Treasurer</i>	F. J. A. Bacon, E.A.
<i>Curator of Library</i>	Miss Hammond.

<i>Pension Commissioners</i>	}	H. M. Cockfield, B.A.,
		M. C. Hopkins, B.A.
<i>Representation on Protestant</i>	}	Jas. Mabon, B.A.
<i>Committee</i>		

Executive Committee.—Miss Peebles, Miss Robins, B.A., Miss Griggs, Miss Binmore, M.A., H. A. Honeyman, M.A., J. A. Dresser, M.A., C. McBurney, E. Taylor, M.A., E. M. Campbell, B.A., E. W. Arthy, B.A., H. J. Silver, B.A., S. P. Rowell, B.A., Inspector Gilman, B.A., G. A. Jordan, Miss G. Huxtable, N. T. Truell (*ex. off.*)

NOTE.—Mr. E. A. Jordan and Miss G. Huxtable were elected by Executive Committee to fill the vacancies caused by the election of Dr. Parmelee and Inspector McQuat to the offices both of Vice-President and member of Executive.

LIFE A CENTURY AGO.

One hundred years ago a man could not take a ride on a steamboat.

He could not go from Washington to New York in a few hours.

He had never seen an electric light or dreamed of an electric car.

He could not send a telegram.

He couldn't talk through the telephone, and he had never heard of the hello girl.

He could not ride a bicycle.

He could not call in a stenographer and dictate a letter.

He had never received a typewritten communication.

He had never heard of the germ theory or worried over bacilli and bacteria.

He never looked pleasant before a photographer or had his picture taken.

He never heard a phonograph talk or saw a kinetoscope turn out a prize fight.

He never saw through a Webster's unabridged dictionary with the aid of a Roentgen ray.

He had never taken a ride in an elevator.

He had never imagined such a thing as a typesetting machine or a typewriter.

He had never used anything but a wooden plow.

He had never seen his wife using a sewing machine.

He had never struck a match on his pants or anything else.

He couldn't take an anæsthetic and have his leg cut off without feeling it.

He had never purchased a 10-cent magazine which would have been regarded as a miracle of art.

He could not buy a paper for a cent and learn everything that had happened the day before all over the world.

He had never seen a McCormick reaper or a self-binding harvester.

He had never crossed an iron bridge.

In short, there were several things that he could not do and several things he did not know.

—*Memphis Commercial Appeal.*

DON'TS FOR THE YOUNG TEACHER—THE LESSONS OF EXPERIENCE.

(Clara Kingsley Lyman, in the 'New York Times'.)

There is no such thing as a hard and fast set of rules for a young teacher to follow. The successful teacher is never a product of any 'school' or 'method' of instruction. Tomes of information, it is true, have been written on the subject, all reading well and sounding plausible, but tending to make mechanical teachers and proving of little practical value when the actual problems of discipline present themselves.

Pity the young teacher in a large, public school, who is trying to teach according to some 'method' she has studied. She is generally stiff, formal, afraid of herself and of her pupils, who with the unerring instinct of youth, are perfectly conscious of the fact and proceed to take advantage of it with disastrous results.

These 'don'ts' of mine, the result of observation and experience, are not given with intent to formulate a method, but as a friendly word of forewarning. After all, though older teachers may advise and suggest many practical ways and means, the young teacher must devise for herself her own way of solving the many and varied problems of school life.

Whatever method you may employ in teaching let it be of your own invention, and, by the way, you won't be able to formulate it either until you are well into your work and have become fairly well acquainted with your pupils. You may determine beforehand, in a general way, how you will conduct your class and how you will conduct yourself when called upon to preserve order during a study hour, but you will soon find that pupils are individuals who cannot be disposed of collectively, according to rule, but must be studied and dealt with as separate personalities.

Use your common sense when problems of discipline or of teaching arise. Observe, draw your own conclusions, experiment; if you can't succeed in appealing to a child or a class in one way, try another. Presently some one thing that you do or say will have the desired effect. You have conquered. From that moment your reputation is made. Your pupils will probably speak of you as "a dandy teacher"; your associates will respect you as a good disciplinarian. Then when some would-be teacher asks you what "method" you have studied you will undoubtedly tell her out of your experience just what I am telling you out of mine.

The first great law to be learned in teaching is self-control. You cannot control others until you have mastered yourself. Don't lose your temper. You will have it tried almost beyond endurance a dozen times a day, but be patient, don't give in to it. If you do, you will lose just that much ground with your pupils. If you fly into a passion before a class or study room, the result in nine cases out of ten will be laughter. You can't blame the children. A person in a temper is apt to be a mirth-provoking sight. Or you may get sullen disobedience as a result of your lack of self-control. Whatever the result, it will be your loss, not your gain. Don't try it.

Avoid sarcasm. Many young teachers believe this to be a very effective method of keeping order. There is no more fatal mistake. If there is one thing a child hates more than another it is to be ridiculed before his mates and the result is generally sullenness and continued disobedience. Don't nag. Children think it's great fun to keep a teacher at it if she once begins, and she'll soon find life a burden and herself a habitual shrew.

Don't see too much. That is to say, try to overlook the small and perfectly harmless things that children do in class or in study hour. I have seen teachers who broke the silence of a study room to reprove a child for leaning over to pick up a pin from the floor. This is not discipline; it's fussiness on the part of the teacher of a mistaken notion that perfect order means physical repose. Try to remember that when children are cramming their brains, as they are obliged to do these days, their nervous energy must have some outlet. Let them have their little moments of distraction if they do not disturb the general order and quiet.

Don't be suspicious. Trust your pupils first and always. If you are forever trying to catch them at something you may be sure they'll give you a good chase. Besides, this attitude of distrust on the part of a teacher breeds dishonesty and deceit in the pupil. If you really have good cause to suspect a child, pretend at least to be blind to his fault; you will soon have all the chance you want to discover him in mischief when he is off his guard; then reprove him. The most successful way I know of to control the "bad boy" of the school is to intrust to him some particular duty and hold him responsible for it. One of the most unruly boys I ever had to deal with became in the course of the term a trustworthy, lovable, and studious child because there had been given into his keeping the key to the cloakroom, which he had to be on hand to unlock in the morning and lock again after the children had deposited their wraps there. The thought that he occupied a position of trust raised him in his own estimation. The experiment proved successful. This is but one of many ways in which a child may be made to feel that he is wayward; he will respect you in turn and your control of him will be absolute because founded on the right motive. He will obey because he wants to; not because he is forced.

Never demand obedience in loud, ringing tones. Command it by the silent but much more impressive force of your own personality. A look, a gesture will go further than a fist shaken or a foot stamped. Be a diplomat, and you will earn a diplomat's reward.

Don't have favorites. If your pupils suspect that you are partial, you will suffer. Don't threaten a class or an

individual child unless you can carry out your threat. Don't say, "The next time you do such and such a thing, I shall keep you after school." If you mean to keep the child after hours, keep him that very day. Never promise and then fail to fulfil. This applies to both punishment and reward.

Don't turn individual cases for discipline over to the Principal of the school. Wage and win your own battle even at the risk of long and nerve-racking encounters. When you do succeed, as you are bound to, both you and the child will have gained.

When in charge of a study hour don't pace the floor as if you were a sentry on guard. Take your seat at the desk; try always to have work of your own to do that shall give you an appearance of being as fully occupied as the pupil, while yet giving you a chance to glance up now and then to see that all is well. You will find that your attitude of quiet concentration will be imparted to the entire assemblage. Remember that your personality dominates the study room while you are in charge.

Your conduct in the classroom differs somewhat from your attitude in the study room. Here, while imparting your subject, you are expected to be alert, active, energetic, while the study hour demanded of you is just the opposite. In the matter of discipline, however, you will find the situation practically the same.

Don't be too formal in your classroom. Treat your pupils as if they and you were members of a club, met together for a mutual benefit, which is, after all, the truth. You can gain quite as much in your contact with these fresh young minds as they receive from the force of your example and the knowledge you impart to them. Get into personal touch with the members of your class. This does not mean familiarity, but friendly interest. It will be mutually inspiring, believe me. If you conduct your class on this principle you will find that the discipline will take care of itself. Keep your pupils interested. It is only when mind and hand are idle that mischievous instincts come to the fore. Don't have a conventional way of presenting your subject, so that they may know from day to day just what to expect. Change your way of doing things every day or two—surprise them; keep them guessing what you are

going to say to them to-morrow. The child mind demands variety in order to hold the interest. You must combine the qualities of a good actor and strategist. Like the actor, play to them ; make your subject graphic. Children must have things pictured to them by actual sketches, vivid description, or both. Scheme like the strategist, to have them, without realizing it, say and do what you wish. Keep on your feet as much as possible ; you are more forceful and can better hold the attention of your class when standing or moving about the classroom. Don't expect a child to know a thing after only once telling it to him, nor be content to let him fail if he cannot answer some question that has been asked him. The question may not have been clearly put ; try it another way. Nine times out of ten the child answers 'I don't know' from embarrassment. Patience and skilful handling, not sharp, sarcastic comments, will bring the desired results in such cases.

Don't allow yourself to enter class or study room with a frown on your face. Be dignified, but try to look cheerful. Feign it if you don't feel it. How can you expect children to be bright, responsive, or attentive when facing a disagreeable-looking teacher ? Be as careful about your personal appearance as about your behavior. There are no worse critics than children. Remember that while they are in your care you are an example set for them to follow, and you must take great care that you are the right kind of example. They come to you at the formation period of their lives, and you can make or mar them. A teacher's responsibility is a heavy one. It is a sacred trust that she has to fulfil. What she gives those young minds from between the covers of a book is only half her mission. The other half is, after all, the greater—to form the habits of thought, speech, and action of these future men and women. Many are the men and women now prominent in public life who have acknowledged with gratitude the inspiration and helpful influence of some teacher of their early days.

While your pupils are in your care you are the authorized representative of their mothers, who hold you responsible for the mental, moral, and physical well-being of their children. See to it, therefore, that you shall have nothing to regret when you render up your account.

THE VALUE OF THE B.A. COURSE.

Rev'd. H. F. Hamilton, M.A., Bishop's University, Lennoxville.

Has the B.A. course lost its usefulness? This is a question which, while it may seem at first to admit of but one answer, is yet worthy of some consideration; for it must be acknowledged that the B.A. course no longer keeps the same predominating position in the world of University education which once it held. The proportion of Arts students to the total number of men in the large Universities of this continent is very much smaller to-day than it was fifty years ago. For the cause of this change we have no doubt to look to the same factor which has so materially altered our whole social and commercial life, the astonishing development of scientific knowledge and technical education.

Fifty years ago a comparatively brief period was spent in training for a profession; the technical education of a doctor or an engineer was not the long and tedious process it is at present. On leaving school at about seventeen or eighteen, a boy was too immature to enter at once upon professional studies, and to put him into business was to allow his powers of learning to rust and decay; and so, as a general rule, the College course leading to a B.A. degree appeared a useful and profitable mode of spending the time. With the B.A. degree obtained by the age of twenty-one or twenty-two, the few years required to pick up the training profession, enabled a man to enter upon his life's work with a prospect of being able to settle down and marry within a reasonable period.

The conditions of the present day offer a marked contrast to this. President Hadley, of Yale University, in a highly instructive article in a recent number of *Scribner's Magazine*, is the authority for the statement that if a man begins his training in the medical profession at the age of twenty-two, he will be thirty before he can begin to practise, and forty before he can hope to support a wife and family. Other professions certainly are not quite so badly off as this, but still there is enough here to make us pause and ask whether the medical student would not have been advised to omit the B.A. course altogether and proceed from

school direct to his professional training. This at once raises the whole question in an acute form ; can the B.A. course under modern conditions justify itself ?

There are unfortunately too many who answer this question at once in the negative, and the consequence is that the bulk of the students in a large University where the various branches of modern science are taught, are not graduates in Arts. Commercialism is the ruling spirit of the age. "Success" is for many men proportionate to the amount of money amassed during life. A B.A. degree does not directly increase a man's earning capacity, and therefore it is the first thing to be passed over.

Now, in fairness to the Arts course, we ought to remember that one of its main objects is to lift men above this very spirit of commercialism ; to teach them that there is such a thing as culture and learning for its own sake ; to make it possible for them, by the full development of their faculties in more than one direction ; to realize that there are more pleasures in life than that of mere money making ; to give them a broad outlook and wide sympathies with men of other tastes and interests than their own ; and above all, to make them realize that a man does not live and die to himself alone but that his life touches the lives of thousands of others at an indefinite number of points, and that consequently he has a duty to his fellow-worker, his country and his God.

Is the B.A. course really responsible for all this ? It would be impossible to maintain that high and unselfish motives in life cannot exist apart from a degree in Arts, but let us consider what will be the effect of dropping the Arts course entirely.

We may suppose that boys of seventeen or eighteen proceed at once from school to their professional education as doctors, lawyers or engineers. These boys can read and write, do a little Latin and more mathematics, and have a superficial knowledge of some periods of history ; but the powers of their minds are as yet quite undeveloped ; the next few years ought to see a great opening out in intellectual power. Now just at this formative period all their attention is concentrated on but one single department of life—their own professional studies ; all their social intercourse is with men of the same tastes and interests as their

own—their future colleagues in their profession. The inevitable result of this for all but a few rare souls, must be narrowness in mind and interest. Even a few years in any profession are enough to leave their indelible mark upon a man's mind and manners; in an incredibly short time a man falls into professional habits, the groove from which he will never afterwards escape, or only with great difficulty and pain. But when we take an immature boy and set him in the iron grip of professional habits and modes of thought, when his mind is not only plastic, but even undeveloped, when his practical interests in men and things are confined to his home and his school, the inevitable outcome must be narrowness and poverty of life.

Under such a system, the average individual must become a hide-bound, cast-iron professionalist, very acute and very serviceable in his own line, but with a dearth of interest beyond his own career, and having practically no sympathies with men of other tastes and interests. From the time when it was yet undeveloped, his mind has been cramped into one narrow mould, and all his social intercourse has been cast with men of the same professional interests as his own. Surely but very few will ever escape from the deadening effect of such an education.

But if this system is disastrous to the individual, yet he may, and usually does, go on his way careless and unconscious of the greater fullness which his life has missed; but the effect upon the life of the nation is even more disastrous and cannot escape notice. It will have a wealth of clever doctors, of acute lawyers, of able engineers, of far seeing merchants and financiers, but instead of a wealth of statesmen it will have a surfeit of politicians; and there will be a dearth of men who will ever rise above the interests of their own profession and realize that in the exercise of their political responsibilities as citizens and voters in a free country, it is their duty and their best interest to consider the welfare of the national life as a whole, and not merely the advantage of their own pockets, their own class, or their own section of the country.

It must not be thought that the B.A. course will necessarily make a man either unselfish or a statesman; but this at least it may claim to do, it gives the type of mind of which statesmen are made a chance to develop, and it makes

the narrowest a little less self-centered than before. Its greatest value is that it does not lend itself to professional specialization ; its subject matter is the humanities, the whole range of human interests. The developing mind is free to unfold itself in a varied environment, suitable to its many sided capacities and manifold possibilities. It is scarcely too much to say that a man acquires, or at least has the opportunity to acquire an idea of the value, the dignity and the possibilities of human life, in the case of others as well as of himself, which he could never get elsewhere.

But the B.A. course is not merely a pedagogical, it is also a social institution. In this common meeting ground of all professions, men of different tastes, interests and views of life meet, and cannot fail in their close social intercourse, to reduce each other's angularity and widen each other's sympathies. And it is perhaps the greatest advantage of the residential system that it not only brings men of many types together, but forces them to live in the closest contact with each other, even when at first there may exist in certain cases antipathy rather than sympathy. In non-residential Universities men naturally fall into groups, each man joining himself to those who must closely resemble himself in taste and manners, and hence he fails to get the fullest benefit of the broadening influence of his Arts course.

It will then be a fatal mistake to drop the B.A. course out of our educational system. It may delay the time when a man may settle down in life, but this is the price of our higher civilization and the increase in the comfort and safety of our lives which modern scientific knowledge has brought us, and we must be content to pay for it. There could be no more short sighted policy than to allow deep lines of cleavage to develop between the different classes composing the nation. The constant struggle between the laboring and capitalist classes, which now and then threatens to burst in a storm of angry conflict, is a painful reminder that this danger is neither imaginary nor remote. It may be truly said that the future of every country now, as perhaps never before, depends upon the proportion of its citizens who are able and willing to rise above class prejudice and party interest and professional narrowness, and act and live for the good of the state as a whole.

Official Department**NOTICES FROM THE OFFICIAL GAZETTE.****DEPARTMENT OF PUBLIC INSTRUCTION.***Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of April, 1905, to appoint Messrs. Xavier Paré and Pierre St. Hilaire, as school commissioners of the municipality of "Les Crans," county of Montmorency, to replace Messrs. Léon St. Gélais and Xavier Cauchon, whose term of office has expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th April, 1905, to make the following appointments, to wit :

School Commissioners.

County of Ottawa, Lowe.—Mr. Patrick Daley, to replace Mr. Patrick Joyce, whose term of office has expired.

County of Portneuf, Lake St. Joseph.—Mr. Francis Martel, to replace Mr. Charles Martel, whose term of office has expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th of April, 1905, to annex the school municipality of Port Many, county of Laval, with the limits which are assigned to it, by order in council No. 414, of the 25th of June, 1901, to the school municipality of "Saint-François de Sales," in the same county, for school purposes.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th April, 1905, to detach from the school municipality of "Les Capucins," county of Matane, the lots bearing in the official cadastre of the first range of the township of Romieu, in the same county, the Nos. 44, 45, 46 and 47, and to annex them to the school municipality of "Dalibaire," in the said county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 17th of May, 1905, to detach from the school municipality of Leeds South, county of Megantic, the following lots, namely : lots 1 to 5 inclusively, of the Craig's road range, and 1 and 2 of ranges 5 and 6 of

Inverness, being now lots 1405, 1406, 1406a, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 339, 340, 341, 342, 343, 344, 345, 346, 279, 280, 281, 282 of the official cadastre of the township of Inverness, and to annex them to the school municipality of Inverness, in the said county, and to revoke the order in council No. 207, of the 29th of April, 1904.

The foregoing annexations will take effect on the first of July next, 1905.

Annexation of lots to a school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of June, 1905, to annex to the school municipality of Notre Dame des Anges de Montauban, county of Portneuf, ranges 1, 2, A, B, C, E, F, and G, of the township of Montauban, in the same county. These ranges do not form part of any school municipality.

This annexation will take effect on the 1st of July 1905.

His Honor the Lieutenant Governor, has been pleased, by order in council, dated the 7th of June, 1905, to detach from the school municipality of Sainte Brigitte, in the county of Nicolet, the lot bearing the number 94, on the official cadastre of the parish of Sainte Brigitte, and to annex the same to the school municipality of la Visitation de la Bienheureuse Vierge Marie, county of Yamaska.

This annexation will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of June, 1905, to detach from the school municipality of Saint Damase, county of Matane, the lots bearing the numbers 1, 2, 3 and 4, of the 8th and 9th ranges of the township McNider, and to annex them to the school municipality of Saint Moïse, in the same county.

This annexation will take effect on the 1st of July, 1905.

Memory Gems.

THE BETTER WAY.

BY SUSAN COOLIDGE.

He serves his country best
Who joins the tide that lifts her nobly on ;

For speech has myriad tongues for every day,
And song but one ; and law within the breast
Is stronger than the graven law on stone ;
There is a better way.

He serves his country best
Who lives pure life and doeth righteous deeds,
And walks straight paths, however others stray,
And leaves his sons, as uttermost bequest,
A stainless record, which all men may read ;
This is the better way. —*Selected.*

You cannot break a bad habit by trying to bend it.

Fame is dearly bought at the expense of conscience.

The man who trusts God is not suspicious of his neighbors.

The man who profits by his own mistakes counts clear gains.

No man's a failure till he's dead, or loses his courage,
which is the same thing.

A man should not burden himself with trying to think
everything out in advance ; act and the way will be made
plain.

Take firm hold on life just where you are. Many men
fail from always reaching out for the unattainable.

Watching the patch of the other man,
Won't lessen the weeds in your own ;
Work, not watching, is what will stop
The choking of what you've sown.

ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An Angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold

And to the presence in the room he said,
 "What writest thou?"—The Vision raised its head,
 And with a look made of all sweet accord
 Answered, "The names of those who love the Lord."
 "And is mine one?" said Abou. "Nay, not so."
 Replied the Angel. Abou spoke more low,
 But cheerly still, and said, "I pray thee, then,
 Write me as one that loves his fellow-men."
 The Angel wrote and vanished. The next night
 It came again, with a great wakening light,
 And showed the names whom love of God had blessed,
 And lo! Ben Adhem's name led all the rest.

Noble is he whose mortal strength
 Beats down the walls of wrong!
 Whose honest manhood uplifts man,
 Whose life is like a song.

—*H. R. Thorpe.*

Tender handed stroke a nettle,
 And it stings you for your pains;
 Grasp it like a man of mettle,
 And it soft as silk remains.

—*Aaron Hill.*

He lost the game; no matter for that—
 He kept his temper and swung his hat
 To cheer the winners. A better way
 Than to lose his temper and win the day.

Truth crushed to earth shall rise again,—
 The eternal years of God are hers;
 But error, wounded, writhes with pain,
 And dies among his worshippers.

—*Bryant.*

How smooth the sea-beach pebbles are!
 But—do you know?
 The ocean worked a hundred years
 To make them so!

And once I saw a little girl
 Sit down and cry,
 Because she could not cure a fault
 With one small "try!"

The Funny Column.

"Don't you feel foolish peddling these nonsensical toys?" asked the man of severe ideals.

"Yes," answered the street fakir; "I feel rather foolish. But what do you think of the people who buy 'em?"—*Washington Star*.

CONCEITED YOUNG MAN: "I wonder why that young lady over there looks at me so much?"

Sarcastic Young Lady: "She has weak eyes, and the doctor told her to relieve them by looking at something green."

ACCURACY IN SCHOOL.

"Now, boys," said the teacher, "how many months have 28 days?"

"All of them," promptly replied the scholar at the foot of the class.—*Cassell's*.

Little Johnny—Papa says that honesty is the best policy. Mamma—Well, what af it, dear?

"Papa's a politician, isn't he?"

"Yes."

"Then how does he know?"

MRS. DE PLAYNE: When I married my husband his eyesight was very poor."

Mrs. Dimples: "Yes, it must have been."

SCENE: A Garrison Town. Time: Sunset.

Old Visitor (startled as the gun is fired at sunset) "Dear me! What's that!"

Native: "Oh, it's only the sunset."

Old Visitor: "Why does your sun set here with a bang like that? It goes down quietly enough at our place."

AN IMPERTINENCE.

"Let me see," said the minister, who was filling out the marriage certificate and had forgotten the date, "this is the fifth, is it not?"

"No, sir!" said the bride, with some indignation, "this is only my third!"—*Lippincott's*.

"Tommy," said the teacher to a small pupil, whose hands were not as clean as they should have been, "what is that on your hands?"

"Hugh!" exclaimed Tommy, contemptuously. "You ain't much of a school-teacher, if you don't know dirt when you see it."

Here is a witty answer from a Michigan physiology class. Why can we bite harder with our back teeth than with our front ones? Because they're double.

"What are the things that touch us most as we look back through the years?" asked a lecturer, impressively.

There was a moment's pause, and then a small boy in the audience answered:—

"Our clothes."

"I hate grammar awful," remarked a young fellow to whom something had been said regarding that study.

"Do you?" replied an elderly gentleman. "No doubt you will like it better when you become acquainted with it."

CAUSE AND EFFECT.

Little Eddie was looking at the drop of water through the microscope.

"Now I know," he said, after seeing the microbes darting around in the water, "I know what sings when the kettle is boiling; it is these little bugs."

—*The New York Times.*

Not a Masterpiece.—A Scotch laboring man who had married a rich widow exceptional for her plainness was accosted by his employer. "Well, Thomas," he said, "I hear you are married. What sort of a wife have you got?"

"Well, sir," was the response, "she's the Lord's handiwork, but I canna say she's His masterpiece."

—*Harper's Weekly.*

THE BOY AND THE GEOLOGIST.

Prof. W. C. Hayes, of the geological survey, was talking in Washington about the trials of geologists. "Did you ever hear of the geologist in New Hampshire?" he asked.

“ Well, there was a geologist who spent a long, hot summer day in Croydon, gathering specimens of the odd New Hampshire rock formations to be found there, and late in the afternoon he hired a boy to carry his heavy bag back to Newport for him. This boy exhibited to a friend that night a half-dollar, and the friend said enviously :—

“ ‘What did you get that ?’ ”

“ ‘I made it,’ was the answer.

“ ‘How did you make it ?’ ”

“ ‘You know that there man that was working all day with a little hammer hereabouts, chipping off pieces of rock and putting them in a paper bag ?’ ”

“ ‘Yes.’ ”

“ ‘Well, he asked me to carry his bag for him to the Newport hotel, and he gave me 50 cents for the job.’ ”

“ ‘Well, it was worth it. Must have been pretty heavy, carrying’ all them rocks four miles.’ ”

“ The other boy smiled.

“ ‘Do you think I carried them rocks all that way ?’ ” he said, “ ‘No, sir. I emptied the bag long before startin’, and just filled it again outside the hotel.’ ”—From the *New York Tribune*.

THE KAFFIR AND THE RAISINS.

Fifty years ago, when the Boers were endeavouring to colonize certain parts of the Transvaal, they found that while the Kaffir was willing enough to work for them, he showed a great propensity for cheating or stealing from his master when an opportunity occurred.

“ We had constantly to fight this difficulty in great ways and small,” says the late Mr. Kruger in his memoirs, “ and the contest sometimes had its humorous side. For instance, one New Year’s Day I sent a Kaffir from my farm at Waterkloof to my mother’s farm to fetch some raisins. My mother sent me about five or six pounds, and said so in a note, which the Kaffir conscientiously delivered.

“ But the letter was a proof that the Kaffir had robbed me, for the raisins which he brought weighed much less than the quantity mentioned in the note. I asked him what he meant by trying to cheat me, and why he had eaten nearly all the raisins.

“ ‘The letter tells me,’ I said, ‘that there were a great many more than you brought me.’

“ ‘Baas,’ he replied, ‘the letter lies, for how could it have seen me eat the raisins? Why, I put it behind the big rock under a stone, and then sat down on the other side of the rock to eat the raisins.’—*Tit Bits*.

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JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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Nos. 8-9.

AUGUST-SEPTEMBER, 1905.

VOL. XXV.

“ If those who have wronged us own their fault,
And kindly pity pray,
When shall we listen and forgive?
“ To-day, my friend, to-day.
But if stern justice urge rebuke,
And warmth from memory borrow,
When shall we chide, if chide we dare?
To-morrow, friend, to-morrow.”

Editorial Notes and Comments.

--SATURDAY, Oct. 21st, will be the centenary of the death of Nelson, one of England's great heroes, of whom Tennyson sang:

“ Thine Island loves thee well, thou famous man,
The greatest sailor since the world began ”

The occasion is one which no patriotic citizen should allow himself to forget.

On Friday afternoon, Oct. 20th, some special exercises in connection with the incidents in the life of Nelson should be held in all our public schools. We do not teach patriotism as it should be taught. Wake up the memories of Nelson. Remind the boys and girls of our land of all that we owe to the courage, gallantry and splendid war organization of Nelson. Draw their attention to his eminent qualities of heart and mind, his loyalty, his marvellous personality, humanity, courage, recognition of God, stern adherence to

duty, service to his King and country, and his pathetic death in the hour of victory. Write in large letters on the black board Nelson's famous Flag Signal, "England expects that every man will do his duty." This is his message to-day to the men of the sea and the men of the land, and to the boys and the girls throughout the great Empire, of which we form a part.

His old ship, the *Victory*, lies in Portsmouth harbor. After the accident which befell her it was feared that the same fate would befall her as befell many of her consorts, that she would be broken up, but King Edward is credited with having commanded that this historic and famous ship should be preserved as one floating monument of the great era of the sea which ended at Trafalgar.

--A FEW changes have been made in connection with the teaching staff in several of our academies:

Mr. George A. Jordan, having resigned the principalship of Waterloo Academy, the School Board engaged Mr. Guy Morey, B.A.

Mr. J. W. Alexander, of Outremont, succeeds Mr. James Mabon, B.A., as Principal of Lachute Academy.

Danville Academy is in charge of Mr. Levi Moore, B.A.

Mr. R. C. Noyes, B.A., of Sutton, succeeds Mr. Moore at Knowlton.

Cookshire Academy has a new Principal. Mr. Von Iffland having resigned, the School Board appointed Mr. A. E. Rollit, B.A., to the vacant position.

There are many changes in the Model Schools:

Miss Leonie Van Vliet takes charge of Waterville Model School, and Mr. Sawyer goes to Clarenceville, which was rendered vacant by the resignation of Mr. Humphrey, who succeeds Mr. Garland at Magog. Mr. Garland, finding the teaching profession not sufficiently remunerative, has abandoned it, and is taking a course in dentistry.

Mr. Claude Adams, B.A., succeeds Mr. Vaughan at Hull, and Mr. W. Simister, B.A., succeeds Mr. J. W. Alexander in Strathcona School, Outremont.

Miss M. Sutherland succeeds Miss Barr in Leeds Model School. Miss Barr has charge of the Model Department in Cookshire Academy.

Miss E. Hepburn returns to East Angus after a year's absence.

North Hatley School Board has been fortunate in securing the services of Mr. J. H. Hunter, M.A., as Principal.

Miss A. E. McDonald, who for many years had charge of the Gould Model School, has been appointed Principal of Sawyerville Model School, and Miss E. C. McCoy, B.A., succeeds Mr. James Mackay at Gould.

Mr. W. O. Rothney, B.A., has been appointed Principal of Three Rivers High School.

Miss Bessie Davis succeeds Mr. McMullen at Scotstown.

Miss Pansy E. Young has left Magog Model School to assume charge of the Model School at Megantic.

Miss Lillian McCaskill goes to St. Andrew's East Model School, which was rendered vacant by the resignation of Miss E. R. Walsh.

Miss Edith Smith succeeds Miss Miller at Windsor Mills, and Miss Miller succeeds Miss Stobo at Bury.

Miss Mabel Hovey leaves Beebe Plain to take charge of the Hatley Model School, and Miss Hattie M. Patch takes charge of Beebe Plain School.

Miss Mary Breadon leaves East Angus Model School to take charge of the School at Bishop's Crossing.

Miss Florence J. Purdy, who has been teaching in Alberta during the past two years, has taken charge of Compton Model School.

—If testimonials mean anything, Bishop's College, Lennoxville, is to be congratulated upon the selection of a Principal to succeed Dr. Whitney, who resigned at the end of the last scholastic year.

The Rev. Thomas Brace Waitt, M.A., of Lincoln College, Oxford, the new Principal, comes well recommended for the responsible position of head of a University. After graduating with first class honors in Modern History he accepted an important position in Weymouth College, which he filled to the satisfaction of all concerned.

In 1891, he was offered the position of Professor of History in Trinity College, Toronto. Having declined this offer, he was nominated by the Bishop of Salisbury to be a Missioner of his Diocesan Society of St. Andrew's. In a few years he rose to be Warden of this Society; this office he held until he was chosen to be Vicar of St. Jude's, Bristol. He resigned this position to become Principal of

Bishop's University. In these different positions, which he filled in an eminently satisfactory manner, he has shown himself to be an eloquent preacher, a successful teacher, as well as an able administrator and leader of men.

—EIGHTEEN out of the ninety teachers in the schools of Manchester, New Hampshire, were married during the month of June last. The vexed question of teachers' salaries will no longer trouble them. The Board of Education loses eighteen good teachers, but their loss means a corresponding gain to eighteen lonely bachelors, who have displayed great wisdom in their choice.

—THE new MacDonald College of Agriculture at St. Anne's, Quebec, will take two of its professors from the Ontario Agricultural College at Guelph. Prof. W. Lohead in charge of the biological, and Prof. E. C. Harrison, in charge of the bacteriological department, will this year transfer from Guelph to St. Anne's.

—THE inauguration of the two new provinces of Alberta and Saskatchewan took place on the first day of September.

—ON Tuesday, September 5th, 1905, the treaty of peace between Japan and Russia was signed by the peace plenipotentiaries of the two powers at Portsmouth, N. H.

—STORMS and clouds prevented the eclipse of the sun from being successfully viewed by the Canadian expedition in Labrador.

—IT is with great regret that we record the death of Miss Ella C. Fraser, one of our most successful teachers, who died of Typhoid Fever at her home in Quebec during the closing days of August. Last year Miss Fraser taught the Compton Model School. Through her untiring efforts, the school ranked second among the Model Schools of the Province. Miss Fraser was re-engaged to teach in Compton, but she was called higher. She spared no pains in her endeavors to promote the best interests of her pupils by whom she was greatly beloved. She did not confine her efforts to the cultivation of the intellectual side alone; the moral and spiritual received much care. Her influence was ever on the side of good. Of a kind disposition, a

gentle nature, she ruled her school by love rather than by fear.

In many of the homes in Gould and Compton, where she labored so faithfully and so well, her name will not soon be forgotten.

“Open the eye to beauty,
And you'll find a pearl of art ;
Open the door to duty,
And you'll find a joy of heart.
An eye of beauty
In world of sense,
A door of duty
'Midst false pretense.

Oh, who would not have them to open the way
To the fuller life here, and to bright endless day.”

--*Elizabeth Porter Gould in "Education."*

--SUBJECTS for composition in connection with Geography Lessons :

1. Canadian Fishing Grounds.
2. A journey down the St. Lawrence.
3. About Lighthouse Stations.
4. Canals.
5. Our Breadstuffs.
6. Our National Highways.
7. Farming in the Western Provinces.
8. Agricultural Products.
9. Mineral Products.
10. Our new Provinces.

Articles : Original and Selected.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

The annual Convention of the Provincial Association of Protestant Teachers promises to be extremely interesting if we may judge from the Bill of Fare provided.

Inspector McOuat has arranged for a Conference of school officials for October 11th, at 8 p.m., at which he expects Prof. J. W. Robertson to speak, and afterwards there will

be a discussion of the methods of taxation in vogue. At the sessions of the 12th, 13th and 14th of October we expect the following items:--

Addresses of welcome by the Rev. J. L. Gilmour and His Worship the Mayor of Montreal.

Reply, by the President of the Convention.

Elementary Drawing, Prof. Armstrong.

Writing, C. H. Ames, Boston.

Physical Training, C. B. Powter.

Nature Work, Geo. D. Fuller.

Geometry, Prof. Murray McNeill.

Mysteries of Science, Prof. Barnes.

Teaching of History:

(a) Model Lessons, Miss Peebles.

(b) History--What to Teach, Miss Rorke.

Physics, O. Rexford.

Education for Practical Life, Dean Russell, Columbia University.

Visit to Chateau Ramzay.

The usual reduced rates on all railways will be in vogue. Members must procure a "standard certificate" from the agent when purchasing a single ticket to Montreal. After registering at the Convention every delegate is entitled to purchase a return ticket from Montreal at one-third of a single fare + 25 cents in addition thereto. This is a new regulation adopted by the railway companies. It appears that this fee of twenty-five cents, which is exacted, goes to the official, whose duty it is to vise the Railway Certificate. Those who travel over the I. C. R. will not have to pay this fee.

MANUAL TRAINING.

Educational reforms do not gain a foothold very rapidly, and it is not strange that the benefits of manual training should not yet appeal to the mass of the people. Sometimes we hear it said, "Manual training may be beneficial to boys in the city, but is not needed for village boys," or "*Our* boys can handle a saw and a bit well enough without training." These and similar remarks show that the speaker has little conception of the true value of this train-

ing as a means of education. It was with very crude ideas concerning manual training that I went to Westmount three years ago this summer and took a short course, made available to teachers and others through the munificence of Sir William McDonald. My eyes were there opened to its intrinsic value as a means of mental and moral culture, and as a help to fit young people for practical life. As a result it is easy for me to understand why the prejudice with which manual training was first met has given way to enthusiastic approval wherever it has found an opening; why it has been introduced into our Normal School; why the principals of our city schools are loud in their praise; why the present day writers on pedagogy and psychology hail it as the most important of the new features which have recently been introduced into the educational field; and why it is gaining ground every year, not only in the thought of the teaching world, but in the curricula of our educational institutions as well. To quote from a recent book by Dr. William James, Professor of Psychology at Cambridge, "The most colossal improvement which recent years have seen in secondary education lies in the introduction of the manual training schools; not because they will give us a people more handy and practical for domestic life and better skilled in trades, but because they will give us citizens with an entirely different intellectual fibre." I am satisfied that you will find the truth of this statement borne out by the experience of every headmaster, inspector and teacher, who has had opportunity of observing results for any length of time.

When in London last summer I had an excellent chance to visit the Board Schools. The City Council kindly gave me a letter of introduction to the Principals, and by them I was extended every courtesy. I was surprised to learn the important place that manual training has occupied for many years in some of the English schools.

My personal estimation of the work is so high that if it were a choice between manual training on the one hand, and Latin and Higher Mathematics on the other, my boys and girls should have the former. Not that I underestimate the value of Latin and Mathematics. I do not; but the value of manual training is deeper and more vital.

Let me briefly call your attention to a few of the habits of thought and action which are developed and strengthened by this work, rendering it of paramount importance in training our young people for success.

First, that of definitely planning one's work and then working one's plan. Each student lays a careful plan for every piece of work he does, and then with the plan before him proceeds to work it out. Had this habit been early formed how many a life and how many an enterprise would have been redeemed from failure.

A second habit it develops is accuracy. Inaccuracy is ever the foe of success. Exactness in measurement and in mechanical execution is required. Every model must approximate absolute accuracy or be rejected to be made over.

A third habit developed is perseverance, carrying out an undertaking to a successful finish. Many of us in the review of life can see some unfinished work, plans half completed, resolutions only partly carried out. Manual training would have helped correct this, and it will correct it in our children. Every model begun is finished ere the next is commenced.

A fourth habit which is developed is self-reliance. Many a boy who as a student has lost confidence in his ability, has regained it in the manual training room, while every student becomes more self-reliant with the completion of each model.

The acquiring of these four habits is the most important result of a course in manual training. "But," some one asks, "do you not attain the same results in other branches of study?" Yes, but not so definitely, and certainly, and universally. Training young minds by means of objects which can be seen and felt is much more interesting in its reception, and permanent in its results, than training by means of books.

There are many more things to be said in favor of manual training which I can only enumerate here.

It gives some practice in drawing, a subject which is too much neglected in our schools. It trains the eye to keen observation and the hand to skilful execution. It gives readiness and skill in the use of tools and renders young

people much more practical and resourceful. It gives a knowledge of our various kinds of Canadian wood, their appearance, and relative values. Finally, it enhances the interest in school work, and to many students is a decided rest and recreation, from which they return to those studies which are purely mental with added zest.

—*George A. Jordan.*

WHAT AFFECTS THE TEACHER'S TENURE OF OFFICE.

T. S. Lowden, Professor of Pedagogy, de Pauw University, Greencastle, Indiana.

There is a tendency among the older teachers to live on laurels already won rather than keep young, abreast of the times and vigorous in their work. Doubtless, it is true that the very teaching act tends to make the teacher's life mechanical and full of dull routine, and yet the teaching process must stand as wholly contradictory to such a spirit. There is much said nowadays of the teacher's being "shelved" before "shelving" time, and yet may it not be truthfully said that the teachers in this class are themselves largely responsible for their early "shelving?" Dr. Schaeffer has said, "Many teachers die before they are ready for burial." Surely in our time if one dies professionally he must needs forthwith receive the professional interment. The tenure of office question is largely decided by the individual teacher. Indeed, I have found the public patient, forbearing, really at times long suffering. However, here, too, the dictum, "the survival of the fittest," will apply, and the law of evolution will inevitably, sooner or later, get in its work—the life-process forbidding all fossilization, but where fossils there must be, they must be "placed at rest." So, too, he who holds a position in the schools merely through politics, friendship or any other "pull," must eventually go out the door by which he entered. Merit, real merit, sustained merit only will hold out amidst "odds and ends" in affairs for any length of time. Many seemingly because of age lose their positions, but often is it the case that they should lose their "job" long

before they do, for "job" they have made it long since. Efficiency alone will solve the tenure of office problem.

There are few things that so militate against efficient teaching as ill-health on the part of the teacher. The school-room of all places is the worst for weak lungs, poor stomachs, diseased livers and nervous troubles. The work itself is so taxing that one beginning the work of teaching in good health is likely to have it impaired unless proper attention is given to eating, sleeping, recreating; and yet the sentiment is not all dead that considers the school a sort of charitable institution where the maimed and infirm may be supported from the public treasury, much to the detriment of the growth and development of the child, physically, intellectually, and even morally and religiously. Who can be patient, sweet-spirited, painstaking, studious, punctual, enthusiastic and interesting in ill-health? But you say these are Christian graces, and one can have them, ought to have them and must have them even in ill-health. You theorize well, and some may possess them under trying ill-health, but these are the saints of earth and there is not enough of them "to go round," fill all the schools that just now have nagging, fault-finding, ill-tempered teachers, made so through birth or aggravating bodily ailments. If the ideal of the school is the complete and harmonious development of mind and body, it will take something other than an inharmonious being to develop an harmonious one.

Speaking of efficient teaching recalls the lives and works of two teachers I well know—Miss H, who has been teaching thirty-five years in a ward school of a certain city, and is still teaching there; the other, Miss E, who has taught some twenty years here and there. My readers will be able to anticipate much of the life and work of Miss H when I say that she has not been tardy to her work once in all these years. Surely "not to be tardy" is not all there is in teaching, and yet what a strong index to one's life; at least it is so in that of Miss H. It is not difficult to understand why she has held her position when others time and time again have come and gone. No matter what political disturbances, church and social upheavals, accumulation of petty troubles have shaken up the school administration and changed educational policies, here is a

life sufficiently efficient to live supremely secure through it all. Yet Miss H has never been physically an amazon, but she has taken care of her health—regular in all her habits, punctual to duty, studious, affable, enthusiastic and devoted to her work. She is not a college graduate, not even professionally trained in the normal school, and yet she has no small liberal education, and unlike many a college graduate has large and rich resources from whence without apparent effort she draws specific knowledge, and is not cramped in her methods of teaching by rules, diagrams, outlines and other “fixtures too numerous to mention,” that too often characterize the teaching of the professionally trained.

Are there low rates for travel to the mountains, the ocean, historic spots, art galleries? If it be vacation time Miss H is sure to make use of these “teachers’ opportunities.” For recreation and pleasure? Directly unmindful of self she has the next year’s reading, history, geography and literature classes in view. On entering her schoolroom you would be surprised to find so many books, pictures and cabinets. Does the lesson in any way touch Agassiz? Then the pebble from his grave is passed around the class, and all have a look at the picture of the crude boulder which marks the resting place of the master scientist. Is it *The Mountain and the Squirrel* that the class is reading? Then the minds of the pupils are aglow to the interpretation of the poem through the material presence of “little things” gathered from the haunts frequented by the sage. Officially her superior, I often found myself drawn into her school to see her teach, hear her instruction, especially when, Antonio-like, I found myself sad and knew not why. What a pleasure it was to have her as a student! In a class of fifty teachers intellectually she easily led the rest. Such has been the influence of Miss H on community S that it can never remunerate her for her services. The reward for such a life will continue to have a shortage this side of heaven. Many a pair of shoes and trousers have been quietly bought and sent to shoeless feet and meagerly clad bodies. Yet with all her devotion to school and church and frequent charities to the poor, she may be called truly thrifty, for she owns a pleasant little house with its lawn, flowers, garden and trees, and four or five thousand dollars besides. What a life! What a work!

But what of Miss E? Well, comparisons are odious. However, let it be said that she possessed some scholarship, normal school equipment, a little ill-health, and not so much common sense. Her enthusiasm went out in scolding and nagging; her life manifestations seemed a sort of general biliousness. She was an expert in stirring up bad blood in the boys or ruffling up the feathers of the girls. It was a part of her daily programme, unless interdicted by the powers that be, to detain late after closing time from one to forty pupils, much to the delight of some, but greatly to the dissatisfaction of parents that wanted their children home at a reasonable hour. And yet it would be unfair, not the truth, to say that Miss E had no qualifications for teaching. She was painstaking. The boys found her so, and likewise the girls. The former were obliged to get gerundives, gerunds, paraphrastics and infinitives, while the latter could not escape the inevitable profit and loss, commission and discounts. This was all good, but how she did pound it into them. It was a pound all the time. A little genuine good health, good will, less talk and a little common sense would have done much more and saved great wear and tear. She could be tormented; she would be tormented. The boys knew this, and being practical, as boys usually are, made use of their knowledge. She never became aware of their tactics. It never occurred to her why they took such keen delight in exasperating her, and consequently she was all eyed and eared to their numerous petty faults, and had always at hand rich subject matter for "scolding and nagging themes."

One September a sturdy fifteen-year-old boy came to the office to be placed properly in the grades. I saw at a glance that Jim was a rollicking, free-go-easy, teasing, tormenting youth, but from his place of residence he fell to the lot of Miss E. The day was scarcely over before Miss E and Jim understood each other; that is, in their way. Jim saw opportunity for a good time, and a good time under such opportune conditions he would have. The contest soon assumed such proportions that I was obliged to transfer Jim across the city, where he fell into the hands of Miss H. I had gone over on Friday and told Miss H of the transfer that I was about to make. She asked, "Do you think it is wise to send him to me?" I

replied that I should be content only in placing Jim with her. Then said she, "I'll try him and will do my best by him." So on Monday morning I took Jim over to Miss H. She greeted him with a cordial good morning, and said: "What a big, strong, healthy looking boy you are Jim! Just the boy I want. I have been wishing for such a boy for days to come, that he might lead our line of march. I have just the seat that will fit you. Come, see it." I had given Miss H some data touching Jim on Friday, and she had carefully considered the case, had planned for it, and was ready to win Jim when he came. Now Jim was a natural born leader of boys, and wanted to lead them, and was not happy when not doing so. He was soon at home at the head of the line of march and in his school work. Jim led the boys in line of march, but Miss H led Jim in all his work. Often is it true even with men that they must appear to themselves to be leaders to be really led. So Miss H and Jim, too, had an understanding, but how different from the one he had had with Miss E. Much depends upon the nature of the understanding. Wherein lay the difference in these two understandings? Miss H knows boys, little boys, big boys, fifteen-year-old boys, and the avenues therefrom that lead to manhood. On the other hand, it has never occurred to Miss E that a fifteen-year-old boy is in any wise different from a six-year or a sixty-year-old boy. Such feeble powers of discrimination and lack of heart power must make the "teaching act" a burden to teacher, pupils and parents.

What if our boys, and our girls, too, might always come under the wholesome tuition of the sweet-spirited, hopeful, experienced, gentlewomanly "young lady" of fifty or sixty summers, whose life is and always has been "in June"; and even now, when this season is passing, she need not mentally be aware nor physically feel that December is approaching. Great is the personality and efficiency of the teacher who can stay the June and hold off the December. For such an one there is no such phrase as "tenure of office" in teaching. She dies in the June-time life at the post of duty.—*Education*.

THE RAILWAY AROUND LAKE BAIKAL

Lake Baikal has hitherto made a very troublesome break in the continuity of the great Siberian railway. This large sheet of water, one of the biggest lakes in the world, has had to be traversed by various means, according to the season of the year by steam ferry, ice-breaker, and, when the ice was strong enough, by carriage; and finally, since the outbreak of war, by a railway laid on the ice. This line round the lake has been under contemplation from the outset, but the natural conditions of the country through which it had to pass offered a multitude of obstacles to the engineers, and several distinct plans have been under consideration. This should be taken as only applying to the section as far as Kultuk, beyond which place the direction of the line was decided upon as early as 1899, while the former section could not be taken in hand till 1901. The railway was not expected to be ready before the beginning of next year, but the work has progressed so fast since the beginning of the war that it is now practically complete. Although water supply and the full complement of sidings allow of fourteen trains per day in each direction, it was proposed to run only seven trains a day in each direction and to use the ferry, the arrangements for which have been improved, as a kind of auxiliary and reserve.

The line eventually chosen is the one proceeding from the station called Baikal to Kultuk, and from thence to what is now the town of Myssowek along the shore of Lake Baikal. Proposals were made in favor of an alternative line passing over the elevated country between Irkutsk and Kultuk, which at places rises more than 2,000 feet above the level of Lake Baikal, which is again some 2,000 feet above the sea. Among the reasons why this plan was discarded were the heavy gradients, in some places over 17 per cent; and the unfavorable quality of the rock. The total length of the shore line which was eventually chosen is 151 miles, while the calculated expenditure is \$27,049,803, part of the aggregate expenditure including some works connected with the extension of the harbor at Tanchoi which materially increase the capacity of the ferry traffic. The railway is thus the most expensive line ever built within the Russian empire, and the one which has presented the most serious engineering difficulties, its building

necessitating a large number of special constructions, such as tunnels, bridges, viaducts, etc. The coast of Lake Baikal, from the mouth of the River Angara to Kultuk, a distance of about 530 miles, is very mountainous, the rocks in many places leaving but a narrow strip of foreshore, while in others they descend sheer into the lake, rising to a height of 1,000 feet above the level of the water. These mountains are, besides, in many places intersected by awkward crevices and clefts. On this section of the line there are no fewer than 32 tunnels, in addition to which there are 210 bridges, viaducts, special supports, etc. The railway, like a huge snake, crawls along the side or makes its way through the mountain in a variety of twists and bends, at one place having to cross an inlet of the lake. It has often been necessary to take special precautions against the falling upon the lines of loose rock, as the mountains in this region have been much affected by volcanic eruptions. Water is apt to make its way into the tunnels from the same cause. The looseness of the rock in many places has also necessitated the bricking up of the tunnels to a far greater extent than was originally calculated. The amount of rock and earth work is enormous, the former even reaching the figure of 10,000 cubic saschen (70,000 cubic feet) per verst.

The other section of the new line, from Kultuk to Myssovek, runs over an entirely different kind of country and has in every respect been much easier to build, nor has there been any wavering as to its direction. Beyond Kultuk the mountains on the whole recede further from the shore, leaving ample flat land for the railway, which, on the whole of this section, only passes one tunnel. On the other hand, several large streams have to be crossed, necessitating the building of bridges up to 500 feet in length. The country is almost uninhabited, and the soil is always frozen; the mean temperature of the year is half a degree Centigrade of frost. The bridges are all built of stone and iron, as are the viaducts. The railway has the ordinary Russian gage and only one line of rails, but the tunnels are constructed wide enough for a double track. The traffic, under ordinary circumstances, is calculated to comprise seven trains daily in each direction, a number which, however, as already mentioned, can be doubled. The maximum gradient is 8 per cent (in the tunnels considerably less), and the smallest radius of curve is about 1,080 feet.

The whole of the railway round Lake Baikal has been built by contractors, and has not been split up in such small portions as was the trans-Baikal Railway, nor partly built by the government itself, as was also the case with portions of that line, and there is every reason to believe that it has been satisfactorily constructed.

—*London Times.*

THE SCIENCE OF LIVING.

Dr. George F. Butler recently delivered an address on this subject, under the auspices of the Chicago Medical Society, to an audience of six hundred people in the Public Library Building. The address was replete with epigrammatic sentences and may be summed up in this wise :

“ It has been said that it is better to be born lucky than rich, but it is in fact better to be born tough than either lucky or rich. After forty eat less and eliminate more. Drink more pure water and keep the peristaltic wave of prosperity constantly moving down the alimentary canal. Many people suffer from too much business and not enough health. When such is the case they had better cut out business and society for a time and come down to mush and milk and first principles. Don't be foolish. Eat less and play more. Indulge in less fret and fume and more fruit and fun. There are people too indolent to be healthy—literally too lazy to live. Work your brains and keep in touch with people. Do something for others and forget yourselves. There is nothing so insane and detrimental to mind and health as the conversation of people on their aches and pains and troubles. The froth of whipped eggs is a tonic compared to it. All our appetites are conditional. Enjoyment depends upon the scarcity. A worker in any field whose age is near either the shady or sunny side of fifty should consider himself in his prime, good for another half century of temperate, judicious work. Let grandma wear bright ribbons and gaudy gowns if the colors become her, and let grandpa be as dudish as he pleases, with flashy neckties and cheerful garb. Both will be younger for it, and, besides, it is in harmony with nature. Grey hair is honorable ; that which is dyed is an abomination before the Lord. Cultivate thankfulness and cheerfulness. An ounce of good cheer is worth a pound of melancholy.”—*Medical News.*

THE METRIC SYSTEM.

From the educational point of view the metric system would appear to be a "consummation devoutly to be wished." The United States Department of education has estimated that the work of at least two-thirds of a year in the life of every child would be saved by the adoption of metric arithmetic, while the British Parliamentary Committee of 1895 estimated the saving in time at one year. Those responsible for the education of the young idea are almost unanimous in favour of the metric system, but they state that, until it is used in all the common relations of life, they see no advantage to be gained by extending the teaching of it in schools. Briefly, we believe that the metric system will prove an undoubted blessing to this country when its time arrives, but that time is clearly not yet. Thus the attitude of the Government in refusing to make the system compulsory until there is unmistakable unanimity of public opinion in its favour, is quite intelligible. The movement must grow. There is no sense in attempting to force its growth, as the Chambers of Commerce appear to be doing. One of the speakers at the last annual meeting of the Associated Chambers stated that the change had been quite easily effected in France, apparently oblivious of the fact that it took a century and more to do it, and then practically at the point of the bayonet. The resolution adopted by the Special Committee appointed by the above mentioned association is a fair instance of what we mean. That resolution declared that the Committee was "unanimously of opinion that the Chambers should unite in urging upon the Government the compulsory adoption of the metric system, leaving matters of detail to be considered later."—*London Colliery Guardian*.

AMERICAN EDUCATIONAL METHODS.

The tendency of educational activity in the United States seems to be toward the attainment of every end which can render the children better fitted to be useful members of the community to which they belong, more capable at once of acquiring knowledge and of applying it, cleaner and more wholesome in their habits, stronger and

more shapely in their bodies, and with all their powers and faculties fully and harmoniously developed. Among ourselves there is at least no lack of expenditure upon education, but we greatly fear that the efforts of school boards and of school managers are less directed toward ends than toward means, less toward the results of teaching than toward its conduct in some particular way, less toward the attainment of results than toward the maintenance of shibboleths. The remedy is greatly in the hands of parents, whose duty it is, as electors of the authorities by which schools will be controlled, to select candidates whose chief aim is efficiency in preference to those whose chief aim is the preservation of formularies.....

Nothing promises to be a greater help to the progress of the United States than the care which is bestowed upon the training of her future citizens in whatever station of life they may be placed; and there are no questions concerning which we ourselves, and the older nations more immediately around us, have greater need to be guided by all the light which science and observation can supply than in those which have relation to the preparation of our children to retain, in the world around them, the places which have been won by their fathers. The conditions of the struggle for these places have changed in many respects, and those who are called upon to take part in it must change with their environment if their position is to be maintained.—*London Times*.

—HAMBURG has left behind in the total amount of its shipping interests every other city on the globe with the single exception of London. But Hamburg has done, too, everything which enterprise and wise foresight could to bring this about. Hamburg has spent more money than any other two harbors in the world together during the last score of years to perfect her terminal facilities. Her system of quays and docks and warehouses is the best in existence, and the \$56,000,000 laid out on these improvements by her municipal authorities and her ship owners are bringing rich fruit. All these improvements are made of durable material—stone and iron and steel—and are equipped with hydraulic machinery, with cranes, derricks, and other hoisting apparatus, that are equal to any emergency. In fact, to-

day hydraulic engineers the world over go to Hamburg to study these triumphs of professional skill, as they formerly used to go to London and Liverpool. The water front of Hamburg, with its miles of model docks and quays, is a modern marvel of practical genius and may stand for a fitting and eloquent type of material progress in Germany. American engineers are particularly struck with the fact on their first visit to Hamburg. And another point: From these harbor improvements Hamburg is drawing a steady and ever-increasing revenue, a revenue equal to a very fine rate of interest on the capital invested.—*Wolf von Schierbrand, in the January "Chautauquan."*

SPELLING.

Spelling is one of the important branches of the elementary school curriculum. The phrase "poor spelling" is a proverb almost everywhere. The breaking away from the spelling-book and oral spelling a decade and more ago demoralized spelling in the public schools. Bad spelling became worse. Perhaps the spelling-book was over-emphasized, perhaps spelling was taught largely by rote, without relation and without association, and perhaps new subjects demanded a more extensive list of words, but total abolition of the spelling-book and of oral spelling, and the substitution of written lists and dictation did not improve spelling. Writing alone does not make good spellers. The promoters of the new order failed to realize that some learn to spell through the ear and others through the eye. Some people are eye-minded and others ear-minded; others are neither. The restoration of the spelling-book and a combination of oral and written spelling exercises will help spelling. Correct spelling, however, is more the result of drill than method. Memory is the chief factor. Spelling is governed by usage and not by philological laws, hence the peculiarity and difficulty of English spelling, and the slow progress of attempts to reform and simplify English spelling.

Teach pupils how to study a spelling lesson by disposing rapidly of easy words and dwelling on difficult words, their peculiarities, silent letters, etc. Correct syllabification and visualizing are important.

The work should be both oral and written. Dictate lists and sentences, using spelling words; correlate spelling with other branches; collect, classify and frequently use lists of words which have been misspelled. Ingenious teachers use various expedients. Keep in mind the primary aim; to write words correctly, and the secondary aims: to train the senses of sight and hearing and to strengthen the retentive memory.—*Supl. Charles S. Foos, Reading, Pa.*

THE READING CLASS.

One of the best tests applied to a reading class is their degree of class attention. The readiness and responsiveness with which the whole class follow the work is a fair measure of successful teaching. To have but one child read at a time while the others wait their turn or scatter their thoughts is very bad. It is a good sign of a teacher's skill and efficiency to see every child in energetic pursuit of the reading. It conduces to the best progress in that study and is the genesis of right mental habit.

Attention is a *sine qua non* to good teaching, and yet it is a result rather than a cause. It is a ripe fruit rather than the spring promise of it. The provisions which lead up to steady attention are deserving of a teacher's study and patient scrutiny. She may command attention for a moment by sheer force of will and personality, but it must have something to feed upon the next moment and the next, or it will be wandering in distant fields. So great and indispensable is the value of attention that some teachers try to secure it at too heavy a cost. They command, threaten, punish. They resort to severity and cruelty. But the more formidable the teacher becomes the more difficult for a child to do his duty. Here again we can best afford to go back to the sources from which attention naturally springs, interesting subject of thought, vivid and concrete perceptions, lively and suggestive appeal to the imagination, the sphere of noble thought and emotion, variety and movement in mental effort, a mutual sympathy and harmony between teacher and pupil.

It is indeed well for the teacher to gauge his work by the kind and intensity of attention he can secure. If the

class has dropped into slothful and habitual carelessness and inattention he will have to give them a few severe jolts; he must drop questions where they are least expected. He must be very alert to detect a listless child and wake him into action. The vigor, personal will and keen watchfulness of the teacher must be a constant resource. On the other hand, let him look well to the thought, the feeling and capacity of the children and give them matter which is equal to their merits.

It is not unusual to find the teacher's eye following the text closely instead of watching the class. But the teacher's eye should be moving alertly among the children. In case he has studied the lesson carefully the teacher can detect almost every mistake without the book. In fact, even if one has not recently read a selection he can usually detect a verbal error by the break or incoherency of the thought. Moreover, the teacher can better judge the expressiveness of the reading by listening to it than by following the text with his eye. Depending wholly upon the ear, any defect of utterance or ineptness of expression is quickly detected. Even the children at times should be asked to close their books and to listen closely to the reading. This emphasizes the notion that good reading is the oral expression of thought, so that those who listen can understand and enjoy it.

The treadmill style of reading, which repeats and repeats, doing the same things day by day, going through the like round of mechanical motions, should give way to a rational, spirited, variegated method which arouses interest and variety of thought and moves ever toward a conscious goal.—*Charles McMurry*.

—THE discovery of America cost a little more than \$7,000; at least so say some documents that have just been found in the archives of Genoa. These documents give the value of Columbus' fleet as \$3,000. The great admiral was paid a salary of \$300 a year, the two captains who accompanied him received a salary of \$200 each, and the members of the crews were paid at the rate of \$2.50 a month each.

—THE Board of Education of New York City has declared itself by a vote of twenty-two to twelve in favor of shorten-

ing the present school day of five hours in classes of the first year to three and a half hours.

—CONNECTICUT requires an eyesight test of all pupils once every three years. Defects are reported to the parents and to the State Board of Education. Vermont requires tests of both sight and hearing to be made in September of each year.

—“ A NEW British invention in footwear promises to exercise a vast influence on the boot and shoe industry,” says *The American Inventor*. “ Many attempts have been made at one time or another to produce a shoe with removeable soles and heels, but by various reasons none have proven satisfactory. But a British firm appears to have solved the problem in producing a shoe that has all the appearance and merit of an ordinary, well-made shoe, but so constructed that the heel and sole can be easily taken off and new ones put on. The advantages of such a shoe are obvious, and the most striking feature of the patent is its absolute simplicity. A factory for the manufacture of these shoes is in active operation at Leeds, England, and by the enthusiastic way in which it is spoken of in the British press it has evidently met with popular approval.”

• The Funny Column.

PHYSICIAN: “ What’s your profession, sir ?

Patient (promptly) : “ I’m a gentleman.”

Physician: “ Then you’ll have to try something else ; it doesn’t agree with you.”

According to *Harper’s Weekly*, a school teacher delivered this “ talk ” to a class about to read the “ Village Blacksmith ” :

“ Now, children, we are going to learn a poem to-day about someone who works very hard. He is very large, and has great arms that can lift such heavy things ! His face is blackened with soot that comes from his fire. And he wears a dirty black apron, and he has a fire that glows red, and whenever he makes anything he puts it into fire, then pounds it with a great hammer, which makes a clang-

ing noise and makes the sparks fly all about. Now who can tell me what I have been describing?"

This rigamarole muddled the class, of course, and there was but one answer, and that a little girl who said, "The devil."

"Don't you think the custom of throwing rice at the newly married couple is idiotic?" asked the fluffy-haired maid. "Sure," answered the savage old bachelor. "Mush would be a great deal more appropriate."

"Is Mrs. Highfly at home?" inquired Mrs. Borem of the servant.

"I don't know, ma'am, until I get a good look at ye. If ye hev a wart on th' side o' yer nose, ma'am, she ain't."

"I say, I'd give anything to be as strong and healthy as you are," remarked the lazy man. "What do you live on?" "Nothing but fruit," answered the other. "What kind of fruit?" "The fruit of industry," was the brief but significant reply.

DAUGHTER (looking up from her novel): "Papa, in time of trial, what do you suppose brings the most comfort to a man?"

Papa: "An acquittal, I should think."

PEACE AFTER THE BATTLE.

The wife of a well-known Western Senator is a Southern woman who was married to the Senator late in life. While still a young girl she left her native State and came North to live; but from time to time she would revisit her old home.

On one of these occasions shortly before her marriage she happened to meet the old colored "mammy" who had been her nurse, and who was vastly surprised to find that "Miss Mary" still was unwedded.

'Lan', Miss Ma'y!' she exclaimed, 'ain't yo' married yit?'

'No' not yet, Aunt Sally,' was the answer.

'My, my! Who'd a-thought it? An' yit,' she mused, determined to soften this disgrace, 'aftah all, dey does say dat ol' maids has de happies' life: dat is, aftah dey quits strugglin'.—*The "Tribune," New York.*

Ma : "Have you practised Chopin's 'Ballad in A'?"

Gertie : "Yes, ma."

Ma : "Have you translated your page of Homer?"

Gertie : "Yes, ma."

Ma : "Have you learned your five problems in Euclid?"

Gertie : "Yes, ma."

Ma : "And have you worked out the Binomial Theorem?"

Gertie : "Yes, ma."

Ma : "Then go and dust the parlor."

"You don't mean to say that you're superstitious about opals?" he remarked. "Well," she replied, "I think it's unlucky to neglect an opportunity of getting one."

THE INDEFINITE FIFTH.

The Inquisitive Passenger--Pardon me, but have you any children?

The Grizzly-Whiskered Man--Yape! I have two living, two dead, and one married to the landlady of a select boarding-house.—*Woman's Home Companion*.

OVERDOING IT.

"Yes, I married John because he was such a quiet man in his ways."

"And are you happy?"

"No, he's too quiet."

"In what way?"

"He even takes off his shoes when he comes up the hallway late at night."—*Chicago Daily News*.

"Hallo, Pat; I hear your dog is dead?"

"He is."

"Was it a lap dog?"

"Yes; it would lap anything."

"What did it die of?"

"It died of a Tuesday."

"I mean, how did it die?"

"It died on its back."

"I mean how did the dog meet its death?"

"It didn't meet its death. Its death overtook it."

"I want to know what was the complaint?"

"No complaint. Everyone for miles round appeared to be satisfied."

"I wish to know how did it occur?"

"The dog was no cur; he was a thoroughbred animal."

"Tell me what disease did the dog die of?"

"He went to fight a circular saw."

"What was the result?"

"The dog lasted only one round."

DID AS HE WAS TOLD.

An amusing instance of "literal-mindedness" was afforded not long ago by a bell-boy in a hotel in Washington.

One of the guests, a Congressman from the West, had hurried to the hotel clerk's counter. He had just ten minutes in which to pay his bill, reach the railway station and board his train.

When he hastily had transacted his business with the clerk and had turned to dash out of the door, it suddenly occurred to him that he had forgotten something. "Here, boy!" shouted he to a diminutive negro on the bench, "run to room No 48 just as quick as you can, and see whether I have left a box on the bureau. But hurry, as I have only five minutes."

The boy rushed up the stairs. In two or three minutes he returned, out of breath. "Yes sah!" he panted, "you left it sah!"

A COMPARISON.

If an editor makes a mistake he has to apologize for it, but if the doctor makes a mistake he buries it.

If the editor makes one, there is a law-suit, swearing and the smell of sulphur, but if the doctor makes one there is a funeral, cut flowers and a smell of varnish.

A doctor can use a word a yard long without knowing what it means, but if the editor uses it he has to spell it.

Any old college can make a doctor.

You can't make an editor; he has to be born.

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, May 19th, 1905

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—The Rev. W. I. Shaw, L.L.D., D.C.L., in the chair; Prof. A. W. Kneeland, M.A., B.C.L.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A., M.P.; Prin. W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; the Hon. J. K. Ward, M.L.C.; John C. Sutherland, Esq., B.A.; Prof. James Robertson, LL.D., C.M.G.; Rev. E. I. Rexford, M.A., LL.D.; Prin. S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; W. L. Shurtleff, Esq., LL.M., K.C., D.C.L.; the Hon. J. C. McCorkill, K.C., M.P.P.; Inspector James Mabon, B.A.

Apologies for enforced absence were submitted for the Hon. Sydney Fisher, the Rev. A. T. Love and G. L. Masten, Esq.

The minutes of the last regular meeting and of the special meeting were read and confirmed

The Secretary reported that since the last meeting Inspector A. L. Gilman had been transferred to the district of the late Inspector McGregor, and that Mr. James Mabon had been appointed to succeed Mr. Gilman.

An application from Inspector McOuat to have six schools in Vaudreuil and Soulanges transferred to Inspector Gilman's district was considered.

It was resolved that with a view to equalizing the work, the Protestant schools in the counties of Vaudreuil and Soulanges, excepting those in the municipality of Point Fortune, be transferred to the district of Huntingdon, Chateauguay, &c, and that the Lieutenant-Governor in Council be respectfully requested to approve said transfer.

The list of Deputy-Examiners for the June examinations, who had been appointed by the various school boards, was submitted and approved.

The sub-committee *re* the Macdonald benefactions re-

ported that a meeting had been held in Montreal on the 6th of May instant, at which Dr. Robertson stated that the proposed Training College for Teachers in Ste. Anne de Bellevue could not be ready for work before 1907.

The conference with Dr. Robertson resulted in the following recommendations:—

“ 1. That the Protestant Committee should have the power to appoint a majority of the section of the council of administration which is to be charged with the control of the educational interests of the Teachers' College.”

“ 2. That appointments in connection with the Teachers' College in the training of teachers should be made by the general governing body on recommendation of the Training College Committee.”

These two recommendations of the sub-committee were adopted by the whole Committee.

It was moved by Dr. Rexford, seconded by Mr. J. C. Sutherland,

“ That it is expedient that the advantages of university connection with the training of teachers should be maintained in any future arrangements for this purpose.”—Carried unanimously.

The sub-committee was continued with instructions to consider with the Government and with Sir Wm. Macdonald any questions that may arise in connection with the Macdonald benefactions.

It was moved by Dr. Elson I. Rexford, seconded by W. S. Maclaren, and resolved:—

“ That in order to secure, if possible, some of the advantages contemplated in connection with the training of teachers at Ste. Anne, even before that Institution is actually opened, this Committee desires to place on record its readiness to make arrangements as far as practicable in connection with our normal school course for nature study and manual training which may secure at an early date these advantages for intending candidates.”

The Secretary reported that he had communicated the action of the Committee on A.A. examinations to the University of McGill and of Bishop's College. The acceptance of McGill had been received with the suggestion that the words “ Corporation of McGill ” be substituted for the words “ the Matriculation Board ” in section three.

The Corporation of Bishop's accepted the first seven clauses, but wished clause eight amended so as to give Bishop's one representative in the second grade academy examinations, and asked to have Lennoxville added if the last part of the said clause eight means that the pupils are to be examined at Quebec or Montreal.

It was resolved that the alteration suggested by McGill should be made, and that to meet the views expressed by Bishop's University clause eight be finally adopted as amended by replacing the words " McGill University " by the words " the University Examining Board."

The report submitted at the meeting held on the 24th of February last was adopted as here amended in sections three and eight.

The sub-committee on academy work in model schools reported as follows :

" In obedience to your instructions, your sub-committee have again considered this whole question in conjunction with the Inspector of Superior Schools ; and although they are still of the opinion that the plan proposed in a former report would more fully relieve this question of troublesome difficulties, yet they are prepared to recommend as an alternative plan the following :—

1. " The annulment of all existing regulations, restricting the work of academy grades in model schools.

2. " The substitution therefor of the following :— (a) Model schools shall not take up the work of grades not properly belonging to such schools without the express permission of the Protestant Committee.

(b) Permission to do the work of specified academy grades may be granted to any model school upon the receipt, from the Inspector of Superior Schools, of a report recommending that such permission be given.

3. " In order to discourage attempts to undertake more than the schools can thoroughly do without overworking the teachers, and that the academies may have no legitimate cause of complaint, your sub-committee, with the approval of the Inspector of Superior Schools, recommend that the existing regulation regarding the valuation of such work for ranking purposes be maintained in force."

The report was adopted.

It was moved by Dr. Elson I. Rexford, seconded by His Lordship the Bishop of Quebec, and resolved :—

“ That the University Board of School Examiners be requested to appoint two representatives to confer with the sub-committee on text-books and course of study with a view to the harmonious working of the re-arranged scheme of university school examinations.”

The report of the sub-committee on the appointment of teachers to take a course in Nature Study and Domestic Science under the Macdonald benefaction was read. It showed that twelve applicants were accepted, and that some others were obliged to withdraw their applications because of inability to procure substitutes during their absence.

The following persons have received scholarships and are actually in attendance at the Macdonald Institute, Guelph :—

Miss Annie A. Arkley of Leeds Village, Miss Mary E. Armstrong of Aylmer East, Miss Muriel S. Belknap of Montreal, Miss Lena E. Doddridge of Little Cascapedia, Miss Grace L. Miller of Brome, Miss Amie L. McRae of Black Cape, Miss Lillian M. Nelson of Melboro, Miss Margaret D. Nugent of Leeds Village, Miss Lydia Shaw of Kingsey, Miss Winnifred M. Watson of Mystic, Miss Grace H. Whitehead of Waterloo, and Miss Maude Whitehead of Foster.

The report was adopted and the sub-committee was continued.

The report on the scarcity of teachers, previously received, was taken up for discussion. The first paragraph recommended that some provision be made for the temporary authorization of elementary teachers

It was moved that this paragraph be adopted. After discussion the vote was taken in the negative and the question was dropped.

It was moved by Mr. Whyte, seconded by Mr. Walker, and

Resolved :—That Dr. Robins be requested to furnish this Committee, at its next sitting, with a statement showing (a) the number of pupils attending the advanced elementary class of the Normal School for the four years immediately preceding the imposition of a fee for residents of Montreal and its suburbs ; (b) the number of pupils from the same sections attending the School during the four years following the imposition of the fee, and (c) the number of pupils attending

the classes during the first mentioned period who did not follow the teaching profession after obtaining their diplomas.

The sub-committee on June examinations submitted a report which was adopted. The sub-committee was continued.

The Lord Bishop of Quebec laid on the table copies of a catechism that had been prepared for use in the public elementary schools of Jamaica.

"Brown's First Lessons" was referred to the sub-committee on text-books for examination and report.

The Committee having expressed a desire to wait upon the Hon. the Premier of the Province, the latter signified his intention of meeting the Committee while in session. Accordingly he was introduced by the Hon. the Provincial Treasurer, and after receiving the congratulations of the Committee through the Chairman, Dr. Shaw, he exposed as far as possible the views of the Government as to educational work in this Province.

The Secretary reported that an examination of the replies received from the various school boards shows that the consensus of opinion is strongly in favor of having the examinations begin at some time between the 12th and the 15th of June.

The Secretary reported that a meeting of the Protestant Inspectors had been held in Montreal on the 21st of April, in order to allow Dr. Robertson to confer with them and to learn from them the actual condition of the rural schools.

It was resolved that a sub-committee be appointed to deal with any vacancy that may arise in the McGill Normal School staff, the committee to consist of Dr. Shaw, Dr. Peterson, Alderman Ames, Dr. Rexford, Mr. Shurtleff and Dr. Robertson.

The resolution of the Teachers' Association, recommending the publishing of the names of pupils who take the highest standing in the June examinations, was referred back for the preparation of some scheme that will secure the desired result.

The sub-committee on the course of study was requested to harmonize the Memoranda of Instructions with the

regulations and resolutions of the Protestant Committee, and to confer with the University Board as to the marks in French

The following digest of the report of the Inspector of Superior Schools was prepared and read by Dr. Shaw :- -

"The Inspector of Superior Schools has visited the past quarter 26 schools, viz., 8 academies and 18 model schools. The reports are generally very satisfactory. In them the phrase, 'in a good condition,' is frequently found and seems justified by the facts given. To this Three Rivers is a striking exception. In some schools the elementary department is reported as weak. It may be noted that in these 26 schools there are 4,110 volumes in the libraries.

"Repairs are needed at Clarenceville, and fencing the grounds in St Lambert and Longueuil. Repairs are reported as having been made in St. John's and Fairmount, but attention is drawn in the latter instance to the very small salaries. Ulverton Model School has had but one teacher, but two are promised for next year."

Applications for diplomas on various standing were considered. It was decided that an academy diploma be given to Mr. A. R. Lockhart, B.A., and to Mr. Guy Morey, B.A., after he submits documents to show that he has fulfilled the conditions of the regulation; and that an elementary diploma be given to Mr. W. H. Smith upon his passing a satisfactory examination in school law and regulations.

It was ordered that the examinations in June, 1906, begin on the 12th of that month.

The rough minutes were read, and the meeting adjourned to meet on Friday, the 29th day of September, unless called earlier on the order of the Chairman.

GEO. W. PARMELEE,

Secretary.

STATEMENT OF THE REVENUE AND CAPITAL OF THE
PENSION FUND FOR OFFICERS OF PRIMARY INSTRU-
TION, FOR THE SCHOLASTICAL YEAR ENDING 30TH
JUNE, 1905.

REVENUE AND EXPENDITURE ACCOUNT.

REVENUE.

Stoppage of 4 p.c. on grant to Public Schools	\$ 6,400 00
Stoppage of 4 p.c. on grant to Supe- rior Schools	2,000 00
Stoppage of 2 p.c. on salaries of teachers in Schools under control.	19,383 87
Stoppage of 2 p.c. on salaries of Pro- fessors of Normal Schools.....	632 29
Stoppage of 2 p.c. on salaries of School Inspectors.....	805 00
Stoppage of 2 p.c. on pensions paid during year.....	837 22
Stoppages paid to Department by teachers themselves....	79 67
Interest on capital for one year end- ing 1st July, 1904.....	9,413 01
Annual grant from Quebec Govern- ment.....	5,000 00
<hr/>	
Total.....	\$44,551 06

EXPENDITURE.

For Pensions.....	41,808 33
Reimbursement of stoppages out of revenue	409 54
Cost of management.....	370 75
Balance in hand.....	1,962 44
<hr/>	
Total.....	\$44,551 06

Balances accumulated on Revenue
and Expenditure :

1899-00	\$ 744 71	
1901-02	245 23	
1902-03	3,966 46	
1903-04	1,939 02	
1904-05	1,962 44	
<hr/>		
Total	8,857 86	
Deducting deficit of 1900-01	69 53	
Balance deposited with Provin-		
cial Treasurer	\$ 8,788 33	

CAPITAL ACCOUNT.

1904--1st July—Amount of Capital \$188,826 37

RECEIPTS IN 1904-05.

Stoppages on pensions added to capital	\$342 01
Other stoppages belonging to capital.	8 62
<hr/>	
	\$ 350 63

Deducting Reimbursement of stop- page out of capital	2 66
<hr/>	

Balance 347 9

Total \$189,174 34

STATEMENT SHOWING THE NUMBER AND AGES OF PENSIONERS OF NEW PENSION FUND AND OF PENSIONS PAID IN 1904-05.

PENSIONERS.	Number of pensioners.	Average age.	Total of pensions.	Average of pensions
Division according to age of pensioners :--			\$ cts.	\$ cts.
Male teachers 56 years and over.....	80	68½	15,357 52	191 97
Female teachers 56 years and over.....	232	63½	12,922 96	55 70
Male teachers under 56 years.....	14	49	1,963 83	140 27
Female teachers under 56 years	239	47	8,369 18	35 01
Teachers' widows	18	63	3,194 84	177 49
Totals and total averages	583	57	41,808 33	71 71

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of June, 1905, to annex to the school municipality of Saint Moise, county of Matane, the lots bearing the number 17 and following numbers up to 34 inclusively of both the south-west and north-east sides of Kempt's road, in the township Cabot, county of Matane, and those bearing the No. 1 and following numbers up to 17 inclusively of the 11th range, in the said township Cabot. This territory does not form part of any school municipality.

This annexation will take effect on the first of July, 1905.

His Honor the Lieutenant-Governor has been pleased to appoint, by order in council, dated the 15th of June, 1905, Messrs. Honoré Gagnon, André Thibault, Castulle Bouchard and Hylas Tremblay, to the office of school commissioners for the school municipality of Saint Jean, county of Chicoutimi, to replace Messrs. Louis Boudreau, Néron Tremblay, Herménégilde Gagné and Benjamin Fortin, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th day of June, 1905, to detach lot No. 638 of Saint Anicet, Smyth's range, from the school municipality of Saint Anicet No. 2, Huntingdon county, and to annex it to the school municipality of Cazaville, same county, for Roman Catholic school purposes.

This change to take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th day of June, 1905, to detach the following lots known and designated on the official plan and book of reference of the township of Godmanchester, Huntingdon county, as lots Nos. 146, 149, 157*a*, 150, 152, 151, 153, 154 and 156*b*, from the school municipality of Godmanchester, and to annex them to the municipality of Saint Anicet No. 2, same county, for school purposes.

This change will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of June, 1905, to annex the village "Deschenes," county of Ottawa, to the municipality of the township of "Hull," in the same county, for school purposes. The said village Deschenes comprises the following territory, to wit: Part of lot 15*a*, south of the C. P. R. Railway, in the first range of the township of Hull, also lots 15*b* and 16*a* of the first range of the said township, and the lots 24 to 153, inclusively, of the village Deschenes, in the said township.

This annexation will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th day of June, 1905, to annex the Protestant school municipality of Côte Saint Louis, Hochelaga county, to the school municipality

of the city of Montreal, same county, for Protestant school purposes only.

This change to take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the fifteenth day of June, 1905, to appoint Mr. George Emile Marquis, of the city of Quebec, school inspector for the district comprising the county of Bonaventure and the municipalities of Causapsca, Saint Edmond, Saint Léon-le-Grand, Amqui, Cedar Hall and Sayabec, in the county of Matane.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the fifteenth day of June, 1905, to transfer Mr. Joseph Maxime Côte, formerly school inspector for the county of Bonaventure, to the new district formed as follows, namely: the municipalities of Sainte Germaine, Sainte Justine, Sainte Rose de Watford, Saint Prosper, Cranbourne (Saint Odilon), Standon, Saint Abdon and Saint Léon de Standon, Saint Benjamin du Lac à Busque, in the county of Dorchester; those of Saint Zacharie, Metgermette South, Saint Côme, Saint Théophile, Saint Gédéon de Marlow, Saint Martin de Jersey, Saint Georges (Aubert Gallion), Saint Benoit Joseph, Saint Honoré de Shenley, Saint Evariste de Forsyth, Lambton (Saint Vital), Aylmer (Saint Sébastien), Saint Samuel de Gayhurst and Saint Ludger.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th of June, 1905, to erect as a new school municipality by the name of Peribonca, the six first ranges of the township Galmas, the five first ranges of the township Dolbeau, the lots numbered one and following numbers to 30 inclusively of the first two ranges of the township Racine, the fourth range of the township Taillon, less, however, the lots from number one to No. 35 inclusively of this range, and the lots numbered 35 and following to No. 43 inclusively of the fifth range of this latter township. This territory is in the county of Lake Saint John and did not form part of any school municipality.

This erection will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th day of June, 1905, to detach from the school municipality of Lambton, county of

Beauce, the lots bearing the numbers 7 and following to No. 19 inclusively of the 7th range of the township of Lambton, the lots bearing the No. 6 and following numbers to 19 inclusively of the 8th range of the same township, the lots bearing the No. 25 and following numbers to 32 inclusively of the ranges A and B of the same township, and the lots bearing the No. 1 and following numbers to 10 inclusively of the 6th, 7th and 8th ranges of the township of Aylmer, belonging to the official cadastre of the parish of Lambton; to detach from the school municipality of Aylmer, in the same county, the lots bearing the No. 11 and following numbers to 23 inclusively of the eighth range of the township of Aylmer, and the lots bearing the numbers 13 and 14 of the 12th and 13th ranges of the township Dorset, belonging to the official cadastre of the parish of Saint Sébastien of Aylmer; to detach from the school municipality of Saint Evariste, county of Beauce, the first and second ranges of the township Forsyth, the lots bearing the No. 23 and following numbers to No. 37 inclusively of the third range of the township Forsyth, the Nos. 1, 2, 3, 4, 5 and 6, of the ranges A and B, of the township Forsyth, and the ranges 12 and 13 of the township Dorset, from the lot bearing No. 15 inclusively to the line of separation between townships Forsyth and Dorset; and to erect them into a distinct school municipality by the name of "Courcelles."

This erection will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th day of June, 1905, to detach from the school municipality of Chesham, county of Compton, lot No. 17 of the first range of Chesham, and to annex it to the school municipality of Val Racine, in the same county.

This annexation will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th of June, 1905, to detach from the school municipality of Coteau du Lac, county of Soulanges, the lots bearing on the official cadastre of the parish of Saint Ignace du Coteau du Lac, the numbers 339, 340, 341, 342, 343, 344, 459 and 422, and to annex them to the school municipality of Pont-Château, in the same county.

This annexation will take effect on the 1st July, 1905.

His Honor the Lieutenant-Governor has been pleased to reappoint, by order in council, dated the 17th of June, 1905, the Rev. James Barclay, D.D., a member of the Protestant Board of School Commissioners for the city of Montreal, his term of office having expired.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of June, 1905, to detach from the school municipality of Saint Michel, No. 9, county of Yamaska, part of the lot bearing the No. 567 on the official cadastre of the parish of Saint Michel d'Yamaska, in the same county, belonging to Louis Pepin, and the one bearing the No. 568 on the same cadastre, belonging to Joseph Pélissier, and to annex these two lots to the school municipality of Saint Michel Village, in the same county.

This annexation will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of June, 1905, to detach from the school municipality of Sainte Geneviève, No. 1, county of Jacques Cartier, the following lots of the official cadastre of the parish of Sainte Geneviève, to wit: numbers 166, 167, 168 and part of lot No. 169, and to annex them, for school purposes, to the school municipality of "Côte Saint Jean," of the parish of Sainte Geneviève, same county.

This annexation will take effect on the 1st of July, 1905.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of June, 1905, to appoint Mr. J. B. Morissette, of the city of Quebec, a member of the Roman Catholic School Commission of the city of Quebec, to replace Mr. Gaspard Lemoine, whose term of office has expired.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd day of June, 1905, to detach from the village of Saint François du Lac, in the

county of Yamaska, the lots bearing the following numbers, namely : Nos. 376, 377, 378, 379 and 380, on the official cadastre of the parish of Saint François du Lac, and to annex the same to the school municipality of the " parish " of Saint François du Lac, in the same county.

This annexation will take effect on the 1st of July, 1905.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1905, to re-appoint Mr. John Henry Semple a member of the Roman Catholic School Commission of the city of Montreal, his term of office having expired.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th June, 1905, to detach from the school municipality of Saint Anges, county of Beauce, the lots bearing on the official cadastre of the parish of Saint Joseph de Beauce, the Nos. 1213, 1214 and 1215, and those bearing the No. 1078, and the following numbers to 1094 inclusively, of the official cadastre of the parish of Sainte Marie, county of Beauce, comprising the No. 1093^a. of this last cadastre, and to annex them to the school municipality of Frampton West, in the county of Dorchester.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of June, 1905, to detach from the school municipality of the township of Windsor the No. 490 and the following numbers up to 494 inclusively ; No. 540 and the following up to 546 inclusively ; and the numbers 609 and 610, and to annex them to the school municipality of Cleveland, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of June, 1905, to detach from the school municipality of Sainte Anne du Sault, county of Arthabaska, the lot bearing on the official cadastre of the parish of Sainte Anne du Sault, the number 346, and to annex it to the school municipality of Sainte Eulalie, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of June, 1905, to detach

from the school municipality of Saint Damase, county of Matane, the lots bearing the numbers 1, 2, 3 and 4, of the 8th and 9th ranges of the township of McNider, and to annex them to the school municipality of Saint Moïse, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council' dated the 30th of June, 1905, to erect into a school municipality the first eight ranges of the township Mousseau, in the county of Montcalm, under the name of "L'Ascension." This township did not form part of any school municipality.

The foregoing changes will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of June, 1905, to detach from the school municipality of the town of Longueuil, the following lots of the official cadastre of the parish of Longueuil, county of Chambly, to wit: the part of No 36, belonging to Toussaint Préfontaine, the part of No. 36, belonging to the Longueuil Turnpike Company, from Longueuil to Boucherville, the part of No. 35, belonging to Pierre Vincent, son of Antoine, No. 33 and the part of No. 35, belonging to Pierre Auguste Delvecchio, and Nos. 34, 32, 31, 30, 29 and 28, and to annex them to the school municipality of the parish of Longueuil, for school purposes.

This annexation will take effect on the 1st of July, 1905.

Division of a school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 30th of June, 1905, to divide the school municipality of Sainte Scholastique, county of Two Mountains, into two distinct school municipalities, one of which will be known by the name of "Village of Sainte Scholastique," and the other by that of "Parish of Sainte Scholastique."

The municipality of the village of Sainte Scholastique will comprise the village of Sainte Scholastique, with the limits which are assigned to it for school purposes, and, moreover, the lots, having on the official cadastre of the parish of Sainte Scholastique, the numbers 20, 21, 22, 23,

24, 166, 167, 168, 170, 171, 172, 173, 175, 176, 177, 181, 181a, 182, 183, 184, 185, 186, 187, 188, 189, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 259a, 260, 261, 262, 264, 267, 268, 269, 270 and 271.

And the school municipality of the parish of Sainte Scholastique will comprise the remainder of the actual school municipality of Sainte Scholastique, the part not comprised in the territory of the school municipality of the village herein above described.

This division will take effect on the 1st of July, 1905.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of July, 1905, to re-appoint the Rev. B. Watkins, of Quebec, a member of the Protestant School Commission of the city of Quebec, his term of office having expired.

Appointment of school commissioners.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 11th of August, 1905, to make the following appointments, to wit:

School commissioners.

Gaspé, Percé.—Mr. Vital Gagné, to replace himself, his term of office having expired.

Hochelaga, Sainte Cunégonde.—M. Narcisse Lapointe, to replace himself, his term of office having expired.

School trustee.

Argenteuil, Arundel.—M. Ferdinand Brosseau, to replace himself, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th August, 1905, to make the following appointments, to wit:

School commissioners.

Ottawa, Cantley.—Messrs. John Foley and Raphaël Ricard, the first to replace himself, and the second to replace Mr. N. Fournelle, whose term of office has expired.

School trustees.

Quebec, Saint-Dunstan.—Mr. William Henry Morgan, to replace himself, his term of office having expired.

Sherbrooke, Orford—Mr. John Ross, to replace himself, his term of office having expired.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the EDUCATIONAL RECORD, Quebec, P.Q.]

Nature Study Lessons for Primary Grades, by Mrs. Lida B. McMurry. Price 60 cents, Morang & Co., Toronto, and McMillan & Co., London.

This well bound book of 190 pages contains a series of nature study lessons admirably adapted to pupils in the primary grades. Most of the lessons are studies of plant and animal life found in the North Temperate Zone. The author has carefully selected common objects, upon which the teacher can focus the observations of the children.

The method of treatment of each lesson is fully indicated by questions and answers. The questions and suggestions are designed to stimulate the self-activity and thoughtfulness of the child, and to train him to become self-reliant.

One of the most promising movements in modern primary education is that which aims to enlarge the place of the industries in the grammar schools. In a third edition of *The Place of Industries in Elementary Education*, by Katharine Elizabeth Dopp, just published, the point of departure and the treatment of the subject are quite different from those which usually characterize educational books. The author has seized upon the instincts and racial characteristics of the Aryan peoples, and with these as a basis she has built up a progressive curriculum in which the industries occupy a place corresponding to that which anthropologists have given them in the development of the race. Many interesting points are brought out in connection with the introduction of industries in the grades, and the foundation is laid for many new theories of the application of manual training to the more advanced grades.

The Place of Industries in Elementary Education. By Katharine E. Dopp. 278 pp., 12mo. cloth, net \$1.00 ; postpaid, \$1.11. The University of Chicago Press, Chicago, Illinois.

Elementary Lessons in English, by Arthur T. Bolt, M. A. Price, 1s. 6d., London. Longmans, Green & Co., 39 Paternoster Row.

The "Elementary Lessons in English" are intended to aid in developing the logical faculty of children and to enable the pupil to appreciate and to use sound English, whether spoken or written. The lessons contained in the book are adequate for this purpose, but can only be made effective by the inspiring efforts of the teacher.

The Principles and Practice of Reading, by Aletta E. Marty, M. A. Canada Publishing Company, Limited, Toronto.

The aim of the author has been to compile selections that read well aloud and are varied enough in thought and emotion to illustrate the different phases of vocal expression. The selections are from the best authors. The introduction contains many hints and suggestions which will be useful to teacher and pupil. The selections are well graded in order of difficulty.

The Standard English Classic Series contains an edition of *Macaulay's Life of Samuel Johnston* with copious and valuable notes. The volume appears in convenient and attractive new binding, which has been adopted for all volumes in the publishers' Standard English Classic Series. Semi-flexible cloth, 94 pages. Mailing price, 30 cents. Ginn & Company, Boston, U. S. A.

Approved Selections for Supplementary Reading and Memorizing. Hinds, Noble & Eldridge, publishers, 31 West 15th street, New York City.

This book is the first of series of eight designed to furnish material for memory work and for supplementary reading in elementary schools. Price 25 cents a copy.

The Early Story of Israel, by Evelyn L. Thomas, Longmans, Green & Co., 39 Paternoster Row, London.

This little volume presents a bird's-eye view of the Early

Story of Israel. The illustrations and explanations will make it interesting to children and young people, and the subject matter it contains is not inconsistent with the best Biblical and historical criticism.

Longmans, Green & Co. have issued two volumes of the "Swan" Shakespeare Series, viz., "Much Ado about Nothing" and "Twelfth Night." Each of these attractive little volumes contains copious notes and explanations, together with a short account of the life of William Shakespeare. The price of each volume is 1s. 6d.

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No. 10.

OCTOBER, 1905.

Vol. XXV.

Articles : Original and Selected.

THE TEACHER'S REWARD.

BY NEWELL DWIGHT HILLIS.

[Part of Address to the N. E. A.]

It is given to the merchant to feed the state and clothe it. The soldier keeps the state in liberty; the physician keeps the state in health. It is the province of the teacher to keep the state in wisdom and knowledge, that the sons and daughters of the Republic may be wise, strong, and self-sufficing. The great institutions of our country are four—the American family, it is the very spring of national life. Then comes the free church that makes a man a Christian. The institutions of liberty make the citizen a patriot. Last of all, the school-house makes the man a scholar, wise toward all the relations of home and marketplace and forum.

The teacher's work is to manufacture manhood of a good quality. You take the child when he is a mere bundle of roots and a handful of seed. Week in and week out the teacher plies the child by all the facts of history, of science, of literature, of art, and of ethics, and makes the little large, the raw ripe, the crude is brought to the full development and perfect symmetry of mind and heart. Whose task is the greatest? Is that man first who works in things,

or that one who works in souls? What stuff endures? Soul stuff. Put your thought, your intelligence into wood, and it rots, into iron and it rusts. Put it into childhood and youth, and so it abides. Would you make your influence immortal? Futurity is vulnerable only at one point—a point named childhood. Civilization would perish, were it not for the fact that we have educators, who gather up all the achievements of society, and give them over to the plastic minds of the children and youth of the land. It is this that makes the educator immortal in his influence.

Is Arnold of Rugby dead? His educational reforms were never so potent. Is Horace Mann dead? The man who taught us that the doing that makes commerce is born of the thinking that makes scholars? No educator dies. He lives like the trees and the vineyards his hands have planted. How can those who taught us wisdom ever die? Why, in my dreams their souls flash through the air like the wings of the angel of God. Those who sow the land with the good seed of wisdom and knowledge belong to the generations. Death itself only lends them knighthood, and lifts them to the heavenly battlements, from whence they rain love and inspiration upon us. God be praised for the teachers of our youth. Blessed are these educators who now are teaching our own children and youth! These instructors have grasped the levers of the future. They are laboring, but the merchants of to-morrow will enter into the fruits of their labors.

Magnify your calling. Remember that you are not one, but two, for the stars in their courses fight with you. Joyfully place the chart of life in the hands of these little pilgrims, who are committed to your care. Show them the pathway that leads across the continent of the years. Give your wisdom and influence as freely as the summer gives itself to this zone. Carry your atmosphere of sweetness and light with you, and pour forth your treasures of character, as flowers pour forth their perfume. Remember that the winds that blow across the western prairies are laden with invisible spores and seeds for future harvest. Be not niggardly, but overflow with bounty.

Live in your school-rooms like princes. Glow and sparkle upon those who dwell in your presence as yonder planet in the sky glows with ten thousand radiant effects.

Make beautiful the threshold of the school-house. Clothe the library with allurements. Clear all obstacles from the highways that young feet may run joyfully along the paths of wisdom. Remember that it is better to have served a little child, and saved him, than to have won a kingdom. Do not expect honors here; it will be honor enough for you to hear the words, "Inasmuch as you did it unto one of My little ones, ye did it unto Me." You may be sowing with tears, but remember that you shall reap with joy.

On the tomb of the old English hero they carved these words: "Here lies one who by the inspiration of God drained the fens of England." And the great abbey: the epitaph tells us that the architect's monument is the Cathedral itself. But let your work be higher still. Manufacture manhood of good quality, that the very substance of the nation, with its law and liberty, and self-sufficing life, may publish your achievement as a teacher. Then, those whom you have served will greet you beyond, and give you gratitude. Perchance, a great host of earthly pilgrims, whom you have taught and who have gone on before, shall come out to meet and greet you, and bring you in with trumpets and banners. For they that be wise shall shine as the brightness of the firmament, and they that turn children to righteousness and manhood, as the stars for ever and ever.

SALARIES OF TEACHERS IN GERMANY.

Salaries of teachers in the elementary schools of Germany vary with localities as in the United States. The minimum salary in a single kingdom like Prussia, for example, is \$290 a year in the agricultural districts of East Prussia, \$300 a year in Berlin, and \$430 a year in the rich manufacturing districts of the Lower Rhine, for men teachers. As most of the teaching in Germany is done by men, their salaries will be given when not otherwise indicated.

Since the kingdom of Prussia is three-fourths of the German empire, the salaries of Prussian teachers may be given as reasonably typical of Germany. As in France, all teachers are trained in the state normal schools, and monetary promotion is a matter of efficiency and seniority. The minimum salary as fixed by the Prussian bill of 1896 is as follows:—

First, second, third and fourth years..... ..	\$180
Fifth, sixth and seventh years..... ..	225
Eighth, ninth and tenth years..... ..	245
Eleventh, twelfth and thirteenth years..... ..	265
Fourteenth, fifteenth and sixteenth years..... ..	285
Seventeenth, eighteenth and nineteenth years..... ..	305
Twentieth, twenty-first and twenty-second years.....	325
Twenty-third, twenty-fourth and twenty-fifth years..	345
Twenty-sixth, twenty-seventh and twenty-eighth years..... ..	365
Twenty-ninth, thirtieth and thirty-first years.....	385
Thirty-second year and thereafter..... ..	405

These salaries, it should be noted, represent the minimum amounts required to be paid by the state; they do not include the additions which local communities may and do vote, and they do not include the rent (about twenty per cent. of the annual salary) to which each teacher is entitled.

The average salary for the entire term of service of German teachers—the minimum salary fixed by the state plus the voluntary additions voted by the communities—will serve to give the American teacher a better notion of the remuneration of his German co-labourers. These average salaries do not, however, include the indemnity for rent (about twenty per cent of the salary) which is invariably paid. The average term of service of German teachers, it should be noted, is slightly less than thirty years; and the average annual compensation (not including rent) of some selected German cities is as follows:—

City.	Population.	Average Yearly Salary.
Hamburg..... ..	705,738	\$ 694
Munich..... ..	499,932	639
Leipzig..... ..	456,124	701
Cologne..... ..	372,529	582
Frankfort, A.M..... ..	288,989	744
Hanover..... ..	235,649	515
Chemnitz..... ..	206,913	591
Konigsberg..... ..	189,483	377
Strassburg..... ..	151,041	537
Karlsruhe..... ..	97,185	621
Freiburg..... ..	61,504	596
Tubingen..... ..	15,338	470
Sondershausen..... ..	7,054	363

Teachers in Germany, being civil servants, are pensioned by the Government. This is paid chiefly by the state, although the local government sometimes supplements the fund. A German teacher who has taught at least ten years is entitled to one-fourth of his salary at the time of his retirement, providing he has had to give up teaching on account of physical or mental disability or has reached the age of sixty-five years.

Commencing with one-fourth of the salary after ten years of service, the amount increases by one-sixtieth each year until it reaches the maximum (or three-fourths of the salary) after forty years of service. A young man ordinarily begins teaching at the age of twenty-one years; he may be pensioned with three-fourths of his salary at the age of sixty-one, and he must retire at sixty-five.

At the death of the teacher his widow receives a sum equal to forty per cent of the pension to which her husband would have been entitled at the time of his death, although this sum may never be less than fifty dollars or more than five hundred dollars a year. Each child receives an annual allowance equal to one-fifth that of the mother; but she forfeits her pension if she re-marries and children cease to draw pensions at the age of eighteen years. The German pension law is hedged with numerous safeguards. If, for example, a widow is fifteen or more years younger than her husband, there is a proportionate decrease in the amount she receives for each year of juniority. The German pension law is productive of two good results: (1) it calls and keeps into the work many good men, and (2) it gives permanency to the teaching calling.

W. S. Monroe, in the Journal of Education.

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Quebec High School (Boys) :—Mr. T. Aimsie Young, M.A. ; Mr. A. J. Elliott, Mr. de Kastner, Mr. Dunlop, Mr. Jenner, Mr. Bishop.

Quebec High School (Girls) :—Miss Elizabeth Macdonald, Mrs. Florence Walton, Miss H. H. Wilkinson, Miss Theodore McNaughton, Miss Cora Dunkerly, Miss Winnie B. Smith, Miss C. E. Rondeau.

Shawville :—Mr. W. A. Armitage; Miss Agnes Neilson, Miss Lindop Miss Robinson, Miss Riddel.

Sherbrooke :—Mr. N. T. Truell ; Miss Lizzie Sangster, Miss Gertrude Huxtable, Mrs M. R. MacLeod, Miss Edith Miller, Miss Hattie Samson, Miss Alice Griggs, Miss Idonea Nourse. Miss Mattye Waterhouse, Miss Annie Wilcox, Prof. de Bellefontaine, Prof. H. Fletcher.

Stanstead College :—Rev. Charles Flanders, B.A., D.D. ; Mr. E. C. Irvine, M.A. ; Mr. J. C. Bennett, B.A. ; Miss E. M. Patterson, B.A. ; Miss I. J. Shufelt, Miss Nellie Giles, Miss Helen Taylor, Miss Violet Smith, B.A.

St. Francis College Grammar School :—M. H. A. Honeyman, M.A. ; Miss H. Jones, Miss A. L. Beckett, Miss K. B. Morison, Miss E. A. Elliott, Miss Nelson, Miss Doyle.

S. Lambert :—Mr. A. E. Rivard, B.A. ; Miss J. M. Varney, Miss G. B. Simpson, Miss E. Batcheller, Miss Frances Kydd.

Sutton :—Mr. H. B. Parker, B.A. ; Miss F. Clarke, Miss D. Theakston, Miss E. Ingalls

Valefield :—Mr. W. J. Messenger, M.A. ; Miss J. D. Douglas, Miss C. C. Thompson, Miss Edna Ferris, Miss I. M. Copland, Miss H. E. Lawrence, Miss Janet E. Lowe, Miss C. B. Brown.

Waterloo :—Mr. Guy Morey, B.A.; Miss Annie Douglas, Miss Maggie Mathewson, Miss Caroline Blampin, Miss Alice Newton, Miss Maud McKenna.

Westmount Academy :—Mr. W. B. T. Macauley, B.A. Mr. W. Chalk, B.A.; Mr. R. E. Howe, B.A.; Mr. T. I. Pollock, B.A.; Mr. J. A. Macgregor, B.A.; Mr. C. Place, Mr. A. Thomas. Mr. F. Call, B.A.; Miss B. Grant, Miss G. Jackson, B.A.; Miss A. Symington, Miss M. Grant, Miss M. Brodie, B.A.; Miss L. Bochus, Miss A. Pease, Miss B. Robertson, Miss J. E. Macgregor, Miss B. Armitage, Miss S. MaGuire, Miss M. Pearson, B.A.; Miss E. L. Wilson, Miss G. White, Miss K. Terrill, Miss P. Lawrence.

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Agnes and Megantic :—Miss Pansy E. Young, Miss Edith Russell, Miss Harriet Thompson.

Aylmer :—Miss Edna M. Edey, Miss Bertha McCuaig, Miss Bertha Sayer, Miss Gertrude Chamberlain.

Barnston :—Miss Primrose M. Lindop, Miss M. Chadsey.

Beebe Plain :—Miss H. M. Patch, Miss Ruth Gustin.

Bishop's Crossing :—Miss Mary Breadon, Miss Lora Rolfe.

Buckingham :—Mr. A. R. Lockhart, B.A.; Miss Mary Hitchcock, B.A.; Miss Edith Higginson, Miss Bertha M. Grant, Miss Margaret Morrison.

Bury :—Miss Louise M. Miller, Miss S. R. Berwick, Miss Bessie Brouard.

Clarenceville :—Mr. Lewis A. Sawyer, Miss Louise S. Stevens.

Clarendon :—Miss M. E. Smith, Miss S. J. Wilson.

Como :—Miss Julia C. Parke, Miss Wheatly.

Compton :—Miss Florence J. Purdy, Miss Etta Munroe.

East Angus :—Miss E. Hepburn, Miss E. P. Brown, Miss Minnie Heath.

Fairmount :—Mr. M. A. Leet, B.A.; Miss J. Luttrell, Miss J. J. Stowell, Miss L. E. Dennis, Miss L. E. Terrill, Miss E. A. Daniels, Miss K. E. Carson, Miss J. E. Murray, Miss L. Eagan, Miss J. Smith, Miss M. M. Meyer, Miss R. Burger, Miss N. A. Saller.

- Farnham* :—Mr. W. G. A. Wilson, Miss L. Wainman, Miss Jessie Blackwood.
- Frelighsburg* :—Miss M. L. Savage, Miss Guillet.
- Gaspé* :—Miss Lydia Shaw, Miss Carrie M. Patterson.
- Gould* :—Miss E. C. McCoy, B.A.; Miss Lena R. MacKinnon, Miss Clara M. Hanright.
- Hatley* :—Miss Mabel A. Hovey, Mrs. Arthur Bowen.
- Hemmingford* :—Mr. A.E. Duncan, Miss Wilson.
- Hull* :—Mr. Claude A. Adams, B.A.; Miss H. J. Hutchins, Miss A. A. Hughes, Miss M. E. Armstrong, Miss G. M. Stewart, Miss F. A. Robinson.
- Kinnebar's Mills* :—Miss Elizabeth Clunie, Miss Margaret Nugent.
- Longueuil* :—Mr. A. M. McPhee, Miss A. Hamilton, Miss E. Sülley, Miss M. E. Webb.
- Lacolle* :—Miss Alice M. Woodworth, Miss Sarah O'Dell.
- Leeds* :—Miss Mabel Sutherland, Miss Agnes C. McKenzie.
- Magog* :—Mr. F. C. Humphrey, Miss Whitehead, Miss Bayley, Miss Oliver.
- Mansonville* :—Miss Emma J. Paintin, Miss B. B. Boright, Miss Ora Cowser.
- Maple Grove* :—Miss J. E. McClatchie.
- Marbleton* :—Miss S. W. Moore, Miss Ida H. Bailey.
- New Richmond* :—Miss Mary R. Kirkwood, Miss Adela Gilker.
- North Hatley* :—Mr. J. H. Hunter, M.A.; Miss Addie J. Patterson, Miss W. B. Oliver.
- Paspebiac* :—Miss S. E. Scott.
- Portage du Fort* :—Miss Edna L. Edey, Miss Nellie L. Stewart.
- Quyon* :—Miss M. E. Ross, Miss B. Armstrong.
- Rawdon* :—Miss Annie Holiday, B.A.; Miss Rose Hanna.
- Sawyerville* :—Miss A. E. Macdonald, Miss J. Osgood, Miss Annie Wark, Miss E. Marshall.
- Scotstown* :—Miss Bessie Davies, Miss E. Porter, Miss Muriel Fraser.
- South Durham* :—Miss Bertha W. Mountain, Miss Bessie M. Griffith.
- Stanbridge East* :—Miss Ada Ellison, B.A.; Miss Jessie Corey.
- Strathcona* :—Mr. Warren Simister, B.A.; Miss C. M. Crawford, Miss M. B. McFarlane, Miss M. B. Davidson.

St. Andrews :—Miss Lillian McCaskell, Miss Mary Hyde.

St. Hyacinthe :—Miss E. A. Muir.

St. John's :—Mr. C. P. Green, B.A. ; Miss E. F. Thompson,
Miss Carrie Nichols.

St. Sylvestre :—Miss Louise Rodger.

Three Rivers :—Mr. W. O. Rothney, B.A. ; Miss MacLeod.

Ulverton :—Miss Jessie W. Hunter, Miss Lucy Mountain.

Waterville :—Miss Leonie Van Vliet, Miss Edna Abercrombie,
Miss J. B. Ball.

Windsor Mills :—Miss Edith Smith, Miss A. M. Dresser, Miss
C. McMichael.

1905

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY MORNING, JUNE 12th, from 9 to 11.

(PHYSICAL GEOGRAPHY (GRADE II. ACADEMY.))

(The answers must be written on a quarter-sheet of foolscap, fastened at the upper left-hand corner. A margin of about an inch should be reserved on the left side of each page, with the number of the questions alone written in it. Do all your work neatly.)

[Any five questions constitute a full paper.]

1. (a) How is the temperature of the air controlled ?
(b) Why is the upper air cold ?
(c) What processes depend on the atmosphere ?
(d) What is known of its height ?
2. (a) Describe *mesas* and their surroundings.
(b) How are *mesas* formed ?
(c) What is meant by *broken plateaus* ?
(d) What is the relation of *earthquakes* to *broken plateaus* ?
3. (a) What is *humidity* ?
(b) How does it vary with temperature ?
(c) What is saturation ?
(d) Compare the feeling of *damp* and *dry* air.
4. (a) What is meant by *rainfall* ?
(b) How is *rainfall* measured ?
(c) State the relation of *rainfall* to *agriculture* ?
(d) What is the relation of *rainfall* and *deserts* to the *trade winds* ?

5. (a) What is a *mirage* ?
 (b) How is it produced on level deserts ?
 (c) What are monsoons ?
 (d) How are they caused ?
6. (a) What are ocean currents ?
 (b) What is their general movement ?
 (c) How do ocean currents influence the distribution of temperature ?
 (d) Give examples.
7. Define *continental shelf, horse latitudes, pack ice, high tide, low tide, denudation, a fault cliff, doldrums, waves, latitude.*

MONDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English :

(a) Si tu *voulais*, dis-je à mère Barberin, nous *irions* un peu dans la cour ; c'est pour *voir* le poirier dont j'ai souvent parlé à Mattia.

Nous *pouvons* aussi aller voir ton jardin, car je l'ai gardé tel que tu l'avais arrangé, pour que tu le retrouves quand tu reviendrais, car j'ai toujours *cru* et contre tous que tu reviendrais

(b) Un soir, comme la pluie tombait à flots, on dit qu'une *vieille* femme, qui passait dans le pays pour une sorcière, et qui habitait une pauvre cabane dans la forêt de Saint-Germain, entendit frapper à sa porte ; elle ouvrit et vit un cavalier *qui lui* demanda l'hospitalité.

(c) *Que je sois bon, quoique petit,
 Comme cet enfant dans le temple
 Que chaque matin je contemple,
 Souriant au pied de mon lit.*

Mets dans mon âme la justice,
 Sur mes lèvres la vérité ;
 Qu'avec crainte et docilité
 Ta parole en mon cœur mûrisse.

2. Translate into French :—

(a) A peasant went one day to the country, attended by his son, little Thomas. Look, said he to him on the way, there is a horse-shoe on the ground : pick it up and put it in your pocket. “Bah ! replied Thomas, it is not worth the trouble of stooping down to pick it up.” The father answered nothing, took the horse-shoe and put it into his pocket. He sold it for three cents to a farrier of the neighbouring village and bought some cherries.

(b) When she has read this story she will lend it to us. The master has come : I am sure of it. This book is his, but these pencils are yours. Some one has taken my book. He speaks better than is brother. I must not be idle : I must work. Go away : you are annoying me. I will place my chair nearer to yours, for I wish to speak to you. We hope that we shall see you soon. 25

3. In question I (a) Give mood, tense, person, and the principal parts of the verbs in italics.

(b) Parse *vieille*, *qui*, *lui*.

(c) Parse *cet*, *chaque*, *que je sois*. 10

4. (a) Name the Disjunctive personal pronouns.

(b) Mention three ways in which they may be used. Give examples. 10

5. (a) How are adverbs compared ? (b) Name four adverbs that are compared irregularly. (c) State the position of an adverb in a French sentence.

6. (a) What are the Defective Verbs ? Give examples.

(b) What are Impersonal Verbs ?

(c) Conjugate *y avoir* in the Indicative. 10

7. In properly constructed French sentences answer the questions :

Y a-t-il des fleurs dans le jardin ? Qui a écrit ce poème ? Voilà des chevaux ; lequel voulez-vous ? Contre quoi a-t-il parlé ? Quel pays habitez-vous ? Ne vous repentez-vous pas de votre conduite ? Pour qui nous prenez-vous ? Croyez-vous ce qu'il dit ? Quel temps faisait-il hier ? Savez-vous lire et écrire ? 20

TUESDAY, MORNING, JUNE 13th, from 9 to 12.

LATIN (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English :—

A. *His constitutis rebus* nactus idoneam ad navigandum tempestatem tertia fere vigilia solvit equitesque in ulteriorem portum progredi et naves conscendere et sequi jussit.

B. Legati *hæc se* ad suos *relaturos dixerunt* et re deliberata post diem tertium ad Cæsarem reversuros ; interea ne propius se castra *moveret*, petierunt

C. Pecunia reddenda est. Caius dixit se librum legere.
Promittit se venturum esse.
Cæsar dixit se vicisse Gallos.
Pontem in Rheno faciendum curavit ut omnis exercitus transiret.

D. Nec satis hoc Baccho est : ipsos quoque deserit agros.
Cumque choro meliore sui vineta Timoli
Pactolonque petit—quamvis non aureus illo.
Tempore nec caris erat invidiosus harensis.

Cetera sunt hominis : partem damnatur in unam,
Induiturque aures lente gradientis aselli.
Ille quidem celare cupit, turpique pudore
Tempora purpureis temptat velare tiaris ;
Sed solitus longos ferro resecare capillos
Viderat hoc famulus.

50

2. In extract A, explain the construction of :—

(a) *His constitutis rebus*.

(b) *Tertia fere vigilia*.—About what hour ?

(c) *Parse navigandum*.

20

3. In extract B, parse *relaturos*, *dixerunt*, *hæc*, *se*, *moveret*. 25

4. Explain the construction of each sentence in extract C. 25

5. In extract D,

(a) Explain *ipsos agros*, *Timoli*, *Pactolon*.

(c) Give the syntax of *harensis*, *turpi pudore*.

(c) Give the declension, genitive singular and case of
choro, *vineta*, *tempora*, *tiaris*, *aselli*.

30

6. Translate into Latin :—

When he had said this we set out. When he speaks we keep silence. Tell me what you have bought. Can you come to Rome to-morrow? He attacked the Hædui as they were crossing the river. I hope to find the book which you gave me. He said that he was well. The prisoners must be bound and sent to Cæsar. I ask who you are. I will come when I can. 50

TUESDAY AFTERNOON, JUNE 13th, from 2 to 4.

ALGEBRA (GRADE II. ACADEMY.)

All the questions are to be answered.

1. (a) What is Algebra?

(b) What symbols are employed to denote numbers addition to those of arithmetic. 10

2. Find the highest common factor and the lowest common multiple of $x^2 - 5x + 6$, $x^2 - 4$, $x^3 - 3x - 2$. 10

3. A horse can eat $3m + 2n$ bushels of corn in a week : how many weeks will be in eating $12m^2 - 7mn - 10n^2$ bushels? 10

4. Solve the equations :—

$$(i) \quad \frac{3x-8}{x-2} = \frac{5x-2}{x+5}$$

$$(ii) \quad \frac{5}{x-2} - \frac{4}{x} = \frac{3}{x+6}$$

5. Solve the equations :—

$$(i) \quad \frac{1}{2}x + \frac{1}{3}x = x - 7$$

$$(ii) \quad 3x + 4y = 10$$

$$4x + y = 9$$

10

6. A steamer which started from a certain place is followed after two days by another steamer on the same line. The first goes 244 miles a day, and the second 286 miles a day. In how many days will the second overtake the first? 20

7. Resolve into factors :—

$$(i) \quad (a + 2b)^2 - 16x^2$$

$$(ii) \quad a^2 - (b - c)^2$$

$$(iii) \quad x^2 + 2xy + y^2 - a^2$$

$$(iv) \quad 33x^2 - 16x - 65$$

$$(v) \quad (a - n)^2 - (b + m)^2 \quad 10$$

3. Find the value of.—

$$(i) \quad \left(\frac{a^2 - ax + x^2}{a - x} - \frac{a^2 + ax + x^2}{a + x} \right) \div \frac{a^3}{a^2 - x^2}$$

$$(iii) \quad \frac{\frac{a}{x^2} + \frac{x}{a^2}}{\frac{1}{a^2} - \frac{1}{ax} + \frac{1}{x^2}}$$

20

WEDNESDAY MORNING, JUNE 14th, from 9 to 11.

MENSURATION (GRADE II. ACADEMY.)

All the questions are to be answered.

1. A B C D is a quadrilateral in which the diagonal A C measure 18 inches, and the perpendiculars on it from B and D are 11 inches and 9 inches: find the area in square inches. 10

2. The driving wheels of a locomotive engine, 5 ft. in diameter, make 168 revolutions a minute. At what rate is the train travelling? 15

3. A rectangular tank measures internally 8 ft. in length, 6 ft. in breadth, and 2 ft. 4 in. in depth; how many gallons will it hold, supposing 1 cubic foot contains $6\frac{1}{4}$ gallons? 15

4. A right prism stands upon a triangular base, whose sides are 13, 14 and 15 in. If the height is ten in., find its volume and whole surface. 15

5. A circular lawn 220 yds. in diameter is surrounded by a path 12 ft. in width. Find the area of the path in square yards? 15

6. Find the approximate cost of gilding a hemispherical dome 42 ft. in diameter, at the rate of 40 cents per square yard ? 15

7. How many square yards of canvas will be required for a conical tent 24 ft. high, if the area of the base is 154 sq. ft ? 15

WEDNESDAY AFTERNOON, JUNE 14th, from 2 to 4

BOTANY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. (a) Name the essential parts of a plant.
(b) Give the functions of each. 10
2. (a) Describe three kinds of roots.
(b) Distinguish between roots and subterranean stems. 10
3. Give all the parts of a perfect flower, stating the functions of each. 10
4. Distinguish between Racemose branching, and Cymose branching. 10
5. How does nature provide for the dissemination of seeds ? Give examples. 10
6. Describe with the aid of a diagram an ordinary *cymose inflorescence*. 20
7. What is æstivation ? Describe the different kinds. 10
8. How do the roots of Monocotyledonous and Dicotyledonous plants differ ? 10
9. (a) Of what does fruit consist ?
(b) What are dehiscent fruits ? Name three.

THURSDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Give a short account of the life and works of Alfred, Lord Tennyson. 10

2. (a) Show clearly the difference between *prose* and *poetry*.

(b) Under what three heads may *poetry* be classed?

(c) Under which head would you place Tennyson's poetry? 15

3. Write short explanatory notes on :

(a) "Bagdat." (b) "A realm of pleasance."

(c) "Inquisition."

(d) "Duty's iron crown." 12

4. Explain the terms :—

(a) *shadow-chequer'd*. (b) *diaper'd*. (c) *dusk and shiver*.

(d) *the first of things*. (e) *thy strong Hours*. 15

5. To what events do the following refer?

(a) "Sink me the ship, Master Gunner."

(b) "Round affrighted Lisbon drew the treble works."

(c) "On that loud Sabbath shook the spoiler down."

(d) "Bring the dress and put it on her."

(e) "I have been to blame—to blame."

(f) "A gleaming shape she floated by." 12

6. Give one quotation from the "Selections" referring to each of the following subjects :

(a) Immortality; (b) Love; (c) Death; (d) Curse; (e) Meekness; (f) Disobedience; (g) Bravery. 18

7. Reduce the following group of sentences into one compact, long sentence :

I parted with the old angler.

I enquired after his place of abode.

I happened to be near the village.

It was a few evenings later.

I had the curiosity to seek him out." 8

8. Express the following in simple, natural English :
- (a) His spirit quitted its earthly habitation.
 - (b) Every man on the face of the earth has duties to perform.
 - (c) He must necessarily, therefore, be in error.
 - (d) He returned back again.
 - (e) He indorsed his name on the back of the cheqne. 10

FRIDAY MORNING, JUNE 16th, from 9 to 11.

GEOMETRY (GRADE II ACADEMY.)

All the questions are to be answered.

1. (a) Give Euclid's definition of *a line, straight line, plane angle, plane rectilineal angle, surface, plane surface.*
 (b) Write down the postulates. State the meaning of the word *axiom.* 10
2. The opposite sides and angles of a parallelogram are equal to one another, and each diagonal bisects the parallelogram. 15
3. If a square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle. 15
4. If a straight line is divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole and that part, together with the square on the other part. 20
5. If a straight line is divided into any two parts, the square on the whole line is equal to the sum of the rectangles contained by the whole line and each of the parts. 20
6. In a quadrilateral ABCD the opposite sides AD, BC are equal, and also the diagonals AC, BD are equal: if AC and BD intersect at K, show that each of the triangles AKB, DKC is isosceles. 20

FRIDAY AFTERNOON, JUNE 16th, from 2 to 4.

PHYSICS (GRADE II. ACADEMY.)

All the questions are to be answered.

1. (a) What causes evaporation?
(b) What experiment would you perform to prove your answer?
2. (a) Describe the process known as distillation.
(b) In what way does distilled water differ from ordinary water? 10
3. How could you prove that cold water is denser than hot water? 10
4. If you had a uniform rod of ice 10 inches long, and you floated it upright in a jar of water, what length of the rod would be under water? 10
5. "Water has a greater capacity for heat than any other body."
(a) What is meant by *capacity for heat*?
(b) Distinguish between *quantity of heat* and *temperature*. 10
6. (a) What do you mean by
(1) latent heat, (2) latent heat of water?
(b) What are some of the consequences in nature of the latent heat of water? 20
7. (a) Why does iron gain in mass during rusting?
(b) What proportion of the air is taken by the iron in rusting? 10
8. (a) What substances are often used as a source of oxygen for school experiments?
(b) Sketch and describe the apparatus necessary for making oxygen.
(c) Enumerate some of the most important properties of oxygen.

MONDAY MORNING, JUNE 19th, from 9 to 11.

CHEMISTRY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. What is meant by
 - (a) Chemical action.
 - (b) Elements.
 - (c) Compound substances.15
2. What changes are caused in the volume of air by changes in pressure and in temperature? How can these changes be shown? 15
3. (a) Of what importance is oxygen to all animals?
(b) When substances burn in oxygen, is the oxygen used up? What becomes of it? Do the substances gain or lose in weight? 16
4. What is the law of definite proportions. 9
5. What does the symbol Na Cl mean?
What does O stand for?
What does Fe stand for?"
6. Are nitrogen and oxygen chemically combined or mixed together in the air? 9
7. What is *aqua regia*, and why has it received this name? 9
8. Explain why ammonia is formed in gas works. 9
9. What is an acid? A base? A salt? 9

OFFICIAL DEPARTMENT.

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TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1905, (ACADEMIES.)

ACADEMIES.	Total Marks taken in the respective Grades.					Grand Total Marks	Total Marks Allowable.	Percentage.	Pupils.				Pupils in H. M. S.			Pupils in III. M. S.			Pupils in I. Acad.			Pupils in II. Acad.			Pupils in III. Acad.			Columns indicated according to Regulation as					Totals on which the awards are made.	ACADEMIES.			
	M. S. II.	M. S. III.	Ac. I.	Ac. II.	Ac. III.				Enrolled.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	a.	b.			c.	d.	e.
Westmount	31523	26841	*	12440	4843	75647	122200	61.5	276	239	151	88	106	71	35	90	51	39	*	*	*	31	26	5	12	3	9	30.00	18.45	12.99	9.47	10.00	80.91	Westmount.			
Sherbrooke.....	12086	6693	6424	3897	3119	32219	49225	65.4	100	90	55	35	42	18	24	20	11	9	15	13	2	7	7	0	6	6	0	30.00	19.62	13.50	9.16	8.50	80.78	Sherbrooke.			
Lachute.....	5380	5709	4514	4222	5388	25213	35150	71.7	73	59	50	9	17	12	5	15	14	1	10	8	12	8	8	0	9	8	1	23.49	21.51	12.12	12.71	9.00	78.83	Lachute.			
Huntingdon.....	4276	7593	6214	8566	4300	30954	52725	58.7	102	87	50	37	16	4	12	25	12	13	18	9	9	19	17	2	9	8	1	28.83	17.61	12.79	8.62	10.00	77.85	Huntingdon.			
Granby.....	4265	3781	2277	4815	2383	17521	22375	78.3	51	38	38	0	11	11	0	9	9	0	5	5	0	9	9	0	4	4	0	16.32	23.49	11.17	15.00	8.50	74.48	Granby.			
Coaticook.....	2454	5928	3535	3294	3654	18865	30150	62.6	73	52	43	9	9	5	4	18	16	2	10	10	0	7	6	1	8	6	2	17.57	18.78	10.83	12.40	8.50	68.08	Coaticook.			
Knowlton.....	2321	2938	3939	3739	2770	15707	24625	63.7	44	40	30	10	7	4	3	9	8	1	11	6	5	8	7	1	5	5	0	14.94	19.11	13.63	11.25	9.00	67.93	Knowlton.			
Waterloo.....	3666	2846	6192	4390	3217	20311	36875	55.	89	59	34	25	14	5	9	10	5	5	18	9	9	10	10	0	7	5	2	18.92	16.50	9.49	8.64	10.00	63.55	Waterloo.			
Inverness.....	1912	884	1446	4599	1930	10771	16850	63.9	40	32	24	8	7	4	3	3	1	2	4	4	0	13	13	0	5	2	3	10.02	19.17	12.00	11.25	10.00	62.45	Inverness.			
Sutton.....	3367	1765	3016	2831	1906	12885	19400	66.4	58	33	23	5	10	10	0	5	5	0	7	6	1	6	5	1	5	2	3	12.00	19.92	8.53	12.72	9.00	62.17	Sutton.			
Valleyfield.....	5262	4311	2423	2639	341	14996	23000	65.2	46	43	29	14	17	7	10	13	9	4	6	6	0	6	6	0	1	1	0	13.97	19.56	14.02	10.11	4.00	61.66	Valleyfield.			
Ormstown.....	5758	4556	5341	2043	1452	16150	24300	66.5	73	42	32	10	9	5	4	11	11	0	15	9	6	4	4	0	3	3	0	15.04	19.95	8.63	11.42	5.00	60.04	Ormstown.			
St. Francis.....	6222	5908	1941	1888	1492	17451	30150	57.8	80	56	35	21	21	14	7	20	11	9	6	4	2	5	4	1	4	2	2	16.25	17.34	10.50	9.37	6.50	59.96	St. Francis.			
Stanstead.....	2725	2397	3218	4439	6713	19491	34525	56.4	110	57	27	30	12	0	12	8	3	5	9	6	3	11	11	0	17	7	10	18.12	16.92	7.77	7.10	10.00	59.91	Stanstead.			
Cookshire.....	2898	5002	2779	3372	733	14784	24100	61.3	66	44	26	18	11	5	6	15	9	6	8	5	3	8	6	2	2	1	1	13.74	18.39	10.00	8.86	6.00	56.99	Cookshire.			
Lachine.....	5126	5113	637	1408	.....	12284	18625	65.9	43	36	26	10	17	12	5	14	11	3	2	0	2	8	6	2	2	1	1	11.44	19.77	12.55	10.83	2.00	56.59	Lachine.		
Shawville.....	4543	4574	1662	2800	1165	14744	28675	51.	53	51	17	34	19	5	14	15	7	8	6	0	6	7	5	2	4	0	4	13.73	15.30	14.43	5.00	8.00	56.46	Shawville.			
Dunham.....	1296	3370	2397	3684	1286	12033	20400	58.9	50	36	18	18	5	1	4	11	5	6	8	2	6	9	8	1	3	2	1	11.21	17.67	10.80	7.50	7.50	54.68	Dunham.			
Bedford.....	3294	1203	3004	1949	227	9677	15375	62.9	46	30	22	8	11	7	4	4	3	1	9	7	2	5	5	0	1	0	1	9.32	18.87	9.78	11.00	3.50	52.47	Bedford.			
Lennoxville.....	3519	2887	2021	1611	245	10083	15675	64.3	34	29	17	12	11	5	6	8	5	3	6	4	2	3	3	0	1	0	1	9.39	19.29	12.79	8.79	2.50	52.76	Lennoxville.			
Danville.....	3382	2107	2746	782	1141	10158	18150	55.9	42	32	17	15	13	6	7	6	3	3	8	3	5	2	2	0	3	3	0	9.46	16.77	11.43	7.96	4.00	49.62	Danville.			
St. Lambert.....	4234	2245	300	888	631	7798	12875	60.6	34	23	15	8	13	9	4	6	5	1	1	0	1	1	1	0	2	0	2	7.26	18.18	10.14	9.78	2.50	47.86	St. Lambert.			
Cowansville.....	2881	1699	2388	682	1495	9145	19350	47.2	61	36	9	27	16	1	15	7	0	7	7	5	2	2	2	0	4	1	3	8.52	14.16	8.85	3.75	5.00	40.28	Cowansville.			

* Took the Preliminary A. A. Examination.

THE EDUCATIONAL RECORD.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1905, (MODEL SCHOOLS.)

MODEL SCHOOLS.	Total Marks taken in the respective Grades			Grand Total Marks	Total Marks Allowable	Percentage	Pupils				Pupils in I. M.S.			Pupils in II. M.S.			Pupils in III. M.S.			Columns indicated according to Regulation as					Totals on which the awards are made	MODEL SCHOOLS.
	M. S. I.	M. S. II.	M. S. III.				Enrolled	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	Presented	Passed	Failed	a.	b.	c.	d.	e.		
Fairmount.....	10328	7987	9881	28196	47700	59.1	1	72	37	35	33	26	7	21	4	17	18	7	11	30	17.73	9.31	7.70	10.00	74.74	Fairmount.
Compton.....	1200	2828	7630	11658	17675	65.9	4	21	16	5	4	3	1	6	4	2	11	9	2	12.40	19.77	13.13	11.42	10.00	66.72	Compton.
Waterville.....	2157	3545	3396	9098	13100	69.4	20	18	15	3	6	6	0	9	5	2	5	4	1	9.67	20.82	13.50	12.50	10.00	66.49	Waterville.
Sawyer ville.....	3037	4711	4538	12306	17850	68.9	42	25	20	5	10	7	3	9	7	2	6	6	0	13.09	20.67	8.92	12.00	10.00	64.68	Sawyer ville.
Leeds.....	.....	963	6254	7217	9350	77.1	17	10	10	0	.....	.....	.....	2	2	0	8	8	0	7.67	23.13	8.82	15.00	10.00	64.62	Leeds.
Aberdeen.....	3128	4369	4593	12090	17700	68.2	43	27	21	6	11	8	3	10	7	3	6	6	0	12.86	20.49	9.41	11.66	10.00	64.42	Aberdeen.
Buckingham.....	3689	2723	6430	12852	20470	60.2	37	28	18	10	11	10	1	6	2	4	11	6	5	13.67	18.06	11.35	9.64	10.00	62.72	Buckingham.
Gaspé.....	2902	352	5634	8938	13975	63.9	22	19	13	6	10	6	4	1	0	1	8	7	1	9.50	19.17	12.95	10.26	10.00	61.88	Gaspé.
St. Sylvester.....	731	.....	1566	2297	2900	79.2	4	4	4	0	2	2	0	.....	.....	.....	2	2	0	2.44	23.76	15.00	15.00	4.00	60.20	St. Sylvester.
Bury.....	2451	2716	2968	8135	12300	66.1	23	18	13	5	8	5	3	6	5	1	4	3	1	8.65	19.83	11.73	10.83	3.00	59.04	Bury.
St. Andrews.....	1067	1435	7437	9939	15850	62.7	23	18	9	9	4	2	2	3	1	2	11	6	5	10.57	18.81	11.73	7.50	10.00	58.61	St. Andrews.
Hull.....	2526	3538	1878	7942	11600	68.4	19	17	12	5	7	7	0	3	4	3	3	1	2	8.44	20.52	13.42	10.58	6.00	58.96	Hull.
Stanbridge East.....	1840	990	6063	8893	15325	58.0	24	20	10	10	6	4	2	3	1	2	11	5	6	9.46	17.40	12.50	7.50	10.00	56.86	Stanbridge East.
Quyon.....	1633	712	3249	5594	9050	61.8	15	13	8	5	6	4	2	2	0	2	5	4	1	5.95	18.54	13.00	9.23	10.00	56.72	Quyon.
Aylmer.....	5078	3392	4618	13088	23250	56.2	59	35	16	19	17	14	3	10	0	10	8	2	6	13.92	16.86	8.90	6.85	10.00	56.53	Aylmer.
Longueuil.....	3225	4212	1273	8710	12850	67.7	31	21	18	3	10	10	0	9	6	3	2	2	0	9.20	20.31	10.01	12.75	4.00	56.27	Longueuil.
Mansonville.....	1193	1929	4605	7727	11675	66.1	33	15	11	4	4	3	1	5	2	3	6	6	0	8.22	19.83	6.81	11.00	10.00	55.86	Mansonville.
Clarenceville.....	1501	3937	5159	10597	18900	56.0	36	26	9	17	7	1	6	10	5	5	9	3	6	11.27	16.80	10.83	5.19	10.00	54.09	Clarenceville.
East Angus.....	1558	3107	2855	7520	12350	61.7	22	17	9	8	6	2	4	7	4	3	4	3	1	8.00	18.51	11.59	7.94	8.00	54.04	East Angus.
Cox.....	3562	2100	4369	10031	20350	49.2	42	31	11	20	15	6	9	8	0	8	8	5	3	10.67	14.76	11.07	5.32	10.00	51.82	Cox.
Rawdon.....	313	379	4524	5216	8100	64.3	24	9	6	3	1	1	0	1	0	1	7	5	2	5.54	19.29	5.62	10.00	10.00	50.45	Rawdon.
Magog.....	2072	4217	1399	7688	13050	58.1	27	20	11	9	7	6	1	11	4	7	2	1	1	8.17	17.43	11.11	8.25	4.00	48.96	Magog.
Farnham.....	3861	340	2422	6623	12875	51.0	30	22	8	14	16	7	9	1	0	1	5	1	4	7.04	15.30	11.00	5.45	10.00	48.79	Farnham.
Frelighsburg.....	1544	3220	589	5353	8200	65.2	16	13	8	5	5	4	1	7	3	4	1	1	0	5.69	19.56	12.18	9.23	2.00	48.66	Frelighsburg.
St. Johns.....	1682	2055	2457	6194	11750	52.7	36	17	8	9	6	5	1	6	2	4	5	1	4	6.58	15.81	7.08	7.05	10.00	46.52	St. Johns.
Agnes and Megantic.....	3500	928	1227	5655	8900	63.5	34	16	10	6	11	9	2	3	0	3	2	1	1	6.01	19.05	7.05	9.37	4.00	45.48	Agnes and Megantic.
Bishop's Crossing.....	188	650	2425	4063	6900	58.8	20	9	5	4	3	3	0	2	0	2	4	2	2	4.32	17.64	6.75	8.33	8.00	45.04	Bishop's Crossing
New Richmond.....	1685	1168	2501	4754	8825	53.8	26	12	5	7	4	2	2	3	1	2	5	2	3	5.00	16.14	6.92	6.25	10.00	44.31	New Richmond.
Windsor Mills.....	2933	2750	.....	5683	9675	58.7	21	18	9	9	11	5	6	7	4	3	.....	.....	.....	6.04	17.61	12.85	7.50	0.00	44.00	Windsor Mills.
Lacolle.....	768	929	2016	3713	6700	55.4	14	9	4	5	3	2	1	3	0	3	3	2	1	3.95	16.62	9.64	6.66	6.00	42.87	Lacolle.
Hatley.....	340	2586	1432	4358	7275	59.9	15	10	4	6	1	1	0	7	2	5	2	1	1	4.63	17.97	10.00	6.00	4.00	42.60	Hatley.
South Durham.....	231	1391	778	2400	3475	69.0	16	5	4	1	1	0	1	3	3	0	2	1	0	2.55	20.70	4.68	12.00	2.00	41.93	South Durham.
Maple Grove.....	936	1098	1174	3208	5375	59.6	14	8	4	4	3	2	1	3	1	2	2	1	1	3.41	17.88	8.57	7.50	4.00	41.36	Maple Grove.
North Hatley.....	1348	2668	3694	7710	17600	43.8	35	23	2	21	7	0	7	9	0	9	7	2	5	8.20	13.14	9.85	1.30	10.00	42.49	North Hatley.
St. Hyacinthe.....	.....	1186	581	1767	3125	56.5	5	4	2	2	.....	.....	.....	3	1	2	1	1	0	1.87	16.95	12.00	7.50	2.00	40.32	St. Hyacinthe.
Como.....	279	1329	1088	2696	5150	52.3	7	7	1	6	1	1	0	4	0	4	2	0	2	2.86	15.69	15.00	2.14	4.00	39.69	Como.
Arundel.....	783	1703	2462	4948	10225	48.7	21	12	2	10	3	1	2	5	0	5	4	1	3	5.26	14.61	8.57	2.50	8.00	38.94	Arundel.
Marbleton.....	1126	1757	1450	4333	10425	41.5	17	16	1	15	6	1	5	7	0	7	3	0	3	4.60	12.45	14.11	0.93	6.00	38.09	Marbleton.
Verdun.....	2539	1525	1523	5587	15375	36.3	33	27	1	26	17	1	16	7	0	7	3	0	3	5.94	10.89	12.27	0.88	6.00	35.98	Verdun.
Kinnear's Mills.....	262	1194	657	2113	3475	60.8	17	5	3	2	1	1	0	3	1	2	1	1	0	2.24	18.24	4.41	9.00	2.00	35.89	Kinnear's Mills.
Strathcona.....	2139	1312	1133	4584	8750	52.3	33	15	4	11	9	2	7	4	1	3	2	1	1	4.87	15.69	6.81	4.00	4.00	35.37	Strathcona.
Ulverton.....	787	975	.....	1762	2700	65.2	17	5	3	2	3	1	2	2	2	0	.....	.....	.....	1.87	19.56	4.41	9.00	0.00	34.84	Ulverton.
Beebe Plain.....	1348	1233	1157	3738	6950	53.7	25	11	3	8	5	2	3	4	0	4	2	1	1	3.97	16.11	6.60	4.09	4.00	34.77	Beebe Plain.
Portage du Fort.....	1319	991	502	2812	5975	47.0	17	10	2	8	6	2	4	3	0	3	1	0	1	3.00	14.10	8.82	3.00	2.00	30.92	Portage du Fort.
Hemmingford.....	512	1884	1871	4267	12475	34.2	39	17	1	16	4	0	4	9	0	9	4	1	3	4.53	10.26	6.53	0.88	8.00	30.20	Hemmingford.
Barnston.....	300	1141	.....	1441	2475	58.2	18	4	2	2	1	1	0	3	1	2	.....	.....	.....	1.53	17.46	3.33	7.50	0.00	29.82	Barnston.
Gould.....	272	2138	427	2837	6850	41.4	14	10	1	9	1	0	1	8	1	7	.....	.....	.....	3.01	12.42	10.71	1.50	2.00	29.64	Gould.
Clarendon.....	748	2083	.....	2831	6300	44.9	15	10	1	9	4	1	3	6	0	6	.....	.....	.....	3.01	13.47	10.00	1.50	0.00	27.98	Clarendon.
Three Rivers.....	173	1213	1030	2416	6375	37.8	21	8	0	8	1	0	1	4	0	4	3	0	3	2.57	11.34	5.71	0.00	6.00	25.62	Three Rivers.
St. Paul.....	2061	1262	.....	3323	9900	33.5	57	19	1	18	13	1	12	6	0											

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 29th, 1905.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; Hon. J. K. Ward, M.L.C.; John C. Sutherland, Esq., B.A.; Professor James Robertson, LL.D., C.M.G.; Rev. E. I. Rexford, LL.D.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; W. L. Shurtleff, Esq., K.C., LL.D.; Hon. J. C. McCorkill, K.C., M.P.P.; Inspector James Mabon, B.A.

Apologies for the enforced absence of the Hon. S. A. Fisher, Principal S. P. Robins, LL.D., the Rev. A. T. Love, B.A., Alderman Ames, B.A., M.P., were read. Professor Kneeland explained by letter that, inasmuch as his application for the Principalship of McGill Normal School would be considered at this meeting, he deemed it best not to attend.

The minutes of the last meeting were read and confirmed.

The Secretary reported that all unfinished and new business as well was provided for in the agenda paper.

Applications from model schools for academy rank and from elementary schools for model school rank were submitted and held for consideration with the report of the sub-committee on the distribution of the superior education funds.

The Chairman presented from the Inspector of Superior Schools, his annual report, a summary of the report of the assistant examiners on the June examinations, interim reports, tabular statements, and copies of letters sent to the different school boards after the June examinations. He commented on the very convenient and efficient way in which the actual condition of all the schools was thus brought to the attention of the Protestant Committee and of school boards.

It was ordered that the two general reports be printed in the RECORD.

The following report was presented by the sub-committee on the distribution of the superior education fund:—

QUEBEC, September 28th, 1905.

Your sub-committee begs to report that it met to-day with Dr. Shaw in the chair. The English Secretary of the Department and the Inspector of Superior Schools assisted in the work of preparing the lists which are submitted herewith. The following statement of the revenue of the superior education fund was presented by the English Secretary of the Department.

STATEMENT OF REVENUE, SEPTEMBER 1905.

Share of the Legislative grant.....	\$ 9,187 20
Specific share of the Legislative grant for Protestants... ..	2,000 00
Interest on Jesuits' Estate Settlement Fund	2,518 44
Interest on Marriage License Fund..	1,400 00
Marriage License Fees, net.....	7,961 50
	<hr/>
	\$23,067 14

FIXED CHARGES.

Teachers' Association.....	\$ 200 00
A. A. Examiners.....	500 00
On Inspector's Salary.....	700 00
Ass't. Examiners for June examina- tions	800 00
Printing examination papers, etc.....	500 00
Reserved for poor municipalities by the Legislature	1,000 00
	<hr/>
	\$3,700 00
Available for distribution to superior schools.....	19,367 14
	<hr/>
	\$23,067 14

Last year the amount available for distribution was \$20,268 39. This year the amount is less on account of the decrease in the receipts from the marriage license fees.

Your sub-committee recommends that one-half of the amount arising from the marriage license fees, viz., \$3,980.75 be placed to the credit of the poor municipality fund, and that the other half be reserved for the superior education fund.

Your sub-committee recommends that Buckingham Model School be transferred to the list of academies, and that the sum of one hundred dollars additional be added to the regular bonus granted this school on account of the extent and quality of the work done.

The cases of Scotstown and Sawyerville were carefully considered. Whilst the results from these schools indicate much merit, it is recommended that the petitions to be placed on the list of academies be laid over for another year.

Having considered an application for the establishment of a model school at Bristol, your sub-committee recommends that whenever the regulations governing the establishment and maintenance of a model school are complied with, the Inspector of Superior Schools will be instructed to visit the school. If the results of the June examinations are satisfactory the petition will be regarded favorably.

Your sub-committee regrets that the character of the work being done at Arundel, Côte St. Paul and Verdun does not qualify them for the model school list, and recommends that the school boards of Portage du Fort, Hemmingford, Barnston, Gould, Clarendon and Three Rivers be informed that unless the character of the work in these schools shows a decided improvement during the present scholastic year, it will be impossible to continue them on the list of model schools.

Having considered the case of the Girls' High School, Quebec, your sub-committee is of the opinion that it is a question calling for serious consideration whether or not the grant should terminate.

Your sub-committee submits for the consideration of the Committee the following provisional scheme for the distribution of the funds available for superior education This

scheme is based upon the tabulated returns prepared by the Inspector of Superior Schools in accordance with the regulations :—

ACADEMIES.

Names.	Grants.	Bonuses.	Eq. Grants.	Total.
Sherbrooke.....	\$ 150	\$140	\$ 30	\$ 320 00
Lachute	150	138	27	315 00
Huntingdon.. ..	150	137	27	314 00
Granby... ..	150	131	28	309 00
Coaticook..... ..	150	119	26	295 00
Knowlton	150	119	26	295 00
Waterloo.....	150	110	24	284 00
Inverness	150	108	21	279 00
Sutton	150	108	25	283 00
Valleyfield	150	107	29	286 00
Ormstown.....	150	105	26	281 00
St. Francis.....	150	105	25	280 00
Stanstead.....	150	105	28	283 00
Cookshire..... ..	150	100	26	276 00
Lachine	150	100	24	274 00
Shawville.....	150	100	21	271 00
Lennoxville... ..	150	91	23	264 00
Bedford..... ..	150	91	25	266 00
Danville..... ..	150	86	27	263 00
St. Lambert.....	150	84	25	259 00
Cowansville.....	150	70	21	241 00
	<hr/> \$3,150.	<hr/> \$2,254.	<hr/> \$534.	<hr/> \$5,938. 00

SPECIAL ACADEMIES.

Durham Ladies' College.....	\$200	
Girls' High School, Quebec.....	200	
	<hr/>	400 00
		<hr/> \$6,338 00

MODEL SCHOOLS.

Names.	Grants.	Bonuses.	Eq. Grants.	Total.
Compton.....	\$ 50	\$ 80	\$ 14	\$144 00
Waterville	50	80	15	145 00
Sawyerville	50	77	13	140 00
Leeds	50	77	13	140 00
Aberdeen	50	77	13	140 00
Buckingham	50	175	14	239 00
Bury	50	71	11	132 00
Hull	50	70	14	134 00
St. Andrews.....	50	70	13	133 00
Stanbridge East.....	50	67	13	130 00
Quyon	50	67	12	129 00
Aylmer	50	67	14	131 00
Longueuil... ..	50	67	11	128 00
Mansonville.. ..	50	66	14	130 00
Clarenceville.....	50	65	11	126 00
East Angus.....	50	65	11	126 00
Rawdon.....	50	60	11	121 00
Magog.. ..	50	58	13	121 00
Farnham.....	50	58	11	119 00
Frelighsburg	50	58	11	119 00
St. John's	50	55	11	116 00
Agnes and Megantic	50	55	14	119 00
Bishop's Crossing...	50	55	11	116 00
Windsor Mills.....	50	53	13	116 00
Lacolle	50	49	10	109 00
Hatley.....	50	49	13	112 00
North Hatley.....	50	49	12	111 00
South Durham.....	50	49	11	110 00
Maple Grove.....	50	49	9	108 00
Como.....	50	47	11	108 00
Marbleton	50	46	11	107 00
Kinnear's Mills.....	50	42	10	102 00
Strathcona	50	42	14	106 00
Beebe Plain.....	50	42	11	103 00
Portage du Fort	50	...	11	61 00
Hemmingford.. ..	50	...	10	60 00
Barnston.	50	...	12	62 00
Gould	50	..	10	60 00
Clarendon.....	50	...	11	61 00
Three Rivers.	50	...	11	61 00
	<u>\$2,000</u>	<u>\$2,157</u>	<u>\$478</u>	<u>\$4,635 00</u>

SPECIAL MODEL SCHOOLS.

Cox, Paspebiac.....	\$100 00	
New Richmond.....	100 00	
Gaspé.....	100 00	
Scotstown.....	100 00	
Ulverton.....	75 00	
St. Sylvestre.....	75 00	
St. Hyacinthe	75 00	
	<hr/>	\$ 625 00
		<hr/>
		<u>\$5,260 00</u>

UNIVERSITIES.

McGill.....	\$ 2,075 00
Bishop's.....	1,125 00
	<hr/>
	<u>\$ 3,200 00</u>

SUMMARY.

Reserved for Poor Municipalities from Marriage License Fees.....	\$ 3,980 75
Universities :	
McGill.....	\$2,075 00
Bishop's.....	1,125 00
	<hr/>
	3,200 00
Academies :	
Grants.....	\$3,150 00
Bonuses	2,254 00
Equipment Grants.....	534 00
Special Academy Grants.....	400 00
	<hr/>
	6,338 00
Model Schools :	
Grants	\$2,000 00
Bonuses.....	2,157 00
Equipment Grants.....	478 00
Special Model School Grants...	625 00
	<hr/>
	\$ 5,260 00
	<hr/>
Total.....	<u>\$18,778 75</u>

(Signed,) WILLIAM I. SHAW,
Chairman

The report was considered clause by clause and adopted in the form here given. It was resolved that the Secretary transmit, in the usual way, the report to the Lieutenant-Governor in Council with the request that it be approved as required by articles 444, 445 and 450 of the school law.

The Secretary reported that he found some difficulty in investing the Miss Burnham bequest in securities, such as are designated by law, so as to use the precise sum now held in trust.

It was accordingly resolved that the Secretary be authorized to add a sum not exceeding one hundred dollars in order to purchase a thousand dollar bond.

The sub-committee on the proposals made to carry on the training of teachers at Ste. Anne's, and on the benefactions of Sir William Macdonald for education in Quebec, reported as follows:—

“1st. As to the training of teachers at Ste. Anne's College: Our negotiations with Dr. Robertson, as representing the benefactor, are being harmoniously conducted, proceeding as far as present circumstances will allow. The buildings are being erected at Ste. Anne on a very large scale, and in our opinion will provide adequate accommodation for the Normal School.

“2nd. We have satisfaction in reporting that the candidates sent to the Macdonald Institute at Guelph for training in Nature Study have received the full benefits of their scholarships, and several of them since returning have, with much interest and success, conducted school gardens. We have gratefully to acknowledge another act of generosity of Sir William Macdonald, namely, the providing of a grant of \$20.00 per annum to school commissioners if and when an educational school garden is provided and maintained with Nature Study as part of the course of study; and a grant of \$30.00 per annum to the teacher who has a certificate of qualification and who conducts the work to the satisfaction of the Inspector of Schools and the travelling instructor for school gardens under the Macdonald rural school fund.

“3rd. As to consolidated schools the Inspectors report sixty-four places where such are desirable.

“Dr. Robertson, on behalf of Sir William Macdonald, expressed an intention to seek a further conference with the

Inspectors, and to proceed as soon as practicable with the scheme for aiding municipalities in the establishment of such consolidated schools as could be aided in the near future with benefit to all interests concerned.

"At the interview of the representatives of your Committee with the Premier and the Provincial Treasurer, the former admitted that in future the Protestant share of the Normal School grant should be continued, even should the Normal School be merged in the Ste. Anne's College, and should go to Protestant education in the Province as the Protestant Committee should determine.

"He recognized that on the establishment of Ste. Anne's College it would be only right that its governing body, if paying the staff, should appoint the staff in the Normal School section, while at the same time the Government and the Protestant Committee retain their control of the course of study, of the examinations and of the granting of diplomas to teachers for the Protestants Schools of Quebec.

"He also stated his readiness to aid in securing a provincial charter for the institution in case its provisions were satisfactory to the Government and to the members of the Legislature and if the Protestant minority approve. The scheme in his opinion should be formulated at once, so that the public should judge of its provisions and the Protestant Committee should note the general attitude of the public towards it before recommending it for incorporation.

"All of which is respectfully submitted."

(Signed,) WILLIAM I. SHAW,
Chairman.

The report was adopted and the sub-committee was continued.

The sub-committee on the Macdonald scholarships reported that all the recent students from this Province, twelve in number, who were in attendance at the Macdonald Institute last session, completed their course successfully.

For the present term there were nine applicants to whom scholarships were granted as follows:—Miss Ida Fair, of Black Cape; Miss Jessie Godfray, of Black Cape; Miss

Gertrude J. King, of Corris; Miss Nora E. Lay, of Lorne; Miss Theo. MacNaughton, of Quebec; Miss Gladys E. Watson, of Mystic; Miss Jennie Armstrong, of Shawville; Miss Annie M. Dresser, of Richmond, and Miss Elsie Willett, of New Richmond.

Unfortunately Misses Armstrong, Dresser and Willett were unable at the last moment to go to Guelph.

There are now in the Province nineteen teachers who have taken the nature study course in Guelph at the expense of Sir William Macdonald, and there are six now preparing themselves in the Macdonald Institute.

The report was adopted and the sub-committee was continued.

The sub-committee on Normal School staff reported as follows :—

Your sub-committee begs to report that it has conferred with the members of the Government, and that it has found them ready to co-operate with the Protestant Committee in making suitable provision for the retirement of the present Principal of the Normal School in consideration of his unique position as one of the original staff appointed when Normal Schools were founded in this Province, and of his long and valuable services to education in this Province.

Your sub-committee therefore suggests that this Committee recommends, for the approval of the Lieutenant-Governor in Council, first, that upon his resignation Dr. Robins, Principal of the McGill Normal School, be granted a year's salary as retiring allowance, payable in three annual payments, and secondly, that the Government arrange for an annual allowance of five hundred dollars from the end of this period.

Your sub-committee desires also to place on record its conviction that in view of the increased cost of living it will be necessary to provide liberal remuneration in order to secure an eligible successor to the Principal of the Normal School.

The report was adopted and the sub-committee was continued.

A report from Dr. Robins, in reply to the enquiry made by Mr. Whyte at the last meeting, showed that during the

four years ending 1897-98 one hundred and forty-three students entered the advanced elementary class of McGill Normal School from the city of Montreal and its vicinity, and one hundred and thirty-seven from other parts of the Province. During the four years beginning 1898-99 sixty-six pupils entered that class from Montreal and its vicinity, and one hundred and forty two from the country parts. However, during the same time one hundred and forty-seven pupils received Elementary Diplomas, bringing the total number of diplomas during these four years greatly in advance of the number granted during the former period.

The Lord Bishop of Quebec again introduced the question of adopting the catechism which is used in the Jamaica public schools.

It was resolved that the matter be referred for report to a sub-committee consisting of the Lord Bishop of Quebec, convener, Dr. Shaw, Dr. Rexford, Mr. Whyte and Dr. Shurtleff.

Miss E. Sharp applied for leave to qualify for an Academy Diploma after completing her B. Sc. course in McGill.

The Secretary was instructed to inform her that after receiving her B. Sc. degree she may take the Academy Diploma, providing she follows the course in McGill Normal School prescribed for B. A. students, or submits documents to the Secretary showing that she has taken a Normal School training equivalent in extent. In the latter case she must take an examination in School Law and Regulations.

Letters were submitted from Mr. E. Daoust and from Mr. J. A. Langlais asking for the approval of certain maps of the Dominion which they are preparing for school use.

The text-book committee was asked to examine the maps and to say whether they are suitable for schools.

The sub-committee was also requested to examine McDougall's Geometry, Dearness's Nature Study Course, and Knight's Physiology and Hygiene, and to report.

The Honorable J. C. McCorkill submitted a letter from the Honorable Premier Gouin with a hansard report of the speech of the Honorable F. Borden on the establishment of Cadet Corps in schools and colleges.

The Committee expressed its concurrence in the views

set forth as to the advisability of establishing such corps wherever practicable.

It was moved by Mr. J. C. Sutherland, seconded by Mr. G. L. Masten, and resolved :—

“ That whereas the Government of the Province has shown its earnest determination to aid education in the full and thorough manner which the necessities of the growing Province call for, and

“ Whereas, the Hon. the Premier has indicated to this Committee that recommendations from it would be welcomed ; it is hereby resolved, that it is the earnest conviction of this Committee that, taking into consideration all the circumstances of the educational position of the Province so far as the Protestant schools are concerned, the most urgent need is such an increase to the grants to the rural elementary schools as will afford encouragement to the school municipalities to pay higher salaries to the teachers and ensure a more perfect carrying out of the rules and regulations of the Committee.

“ Resolved, that a copy of this resolution be forwarded to the Hon. the Premier of the Province.”

A letter was read from R. D. Forest, in which the sum of one hundred dollars was enclosed for the marriage licenses to be used for superior education. The Secretary was instructed to add this sum to the marriage license fees for the next distribution and to acknowledge the donation with thanks.

An application from Professor A. W. Kneeland, M.A., B.C.L., for the principalship of McGill Normal School, was read by the Chairman, and letters, written by various persons in support of the application, were filed by the Secretary.

The Secretary was instructed to refer the letters and the application to the sub-committee on Normal School Staff, and to give copies to the Normal School Committee for its consideration.

A letter from Dr. J. M. Harper to the Chairman was read, in regard to the scarcity of teachers in this Province.

It was moved by Mr. J. C. Sutherland, seconded by Mr. John Whyte, and resolved :—

"That Dr. Harper be thanked for his communication, and also assured that the subject he refers to receives due attention from this Committee, which is of the opinion, however, that no scarcity of teachers exists in the school municipalities offering a living wage to teachers."

A letter was read from the Normal School Committee in which it was recommended that McGill Normal School graduates who enter one of the universities to qualify for a higher diploma should receive their bursaries in the same way as though they began at once to teach.

It was resolved that regulation 63 of the Protestant Committee be amended by adding the following clause:—

"For the purposes of this regulation two years' successful attendance in one of the universities of the Province shall be deemed equivalent to two years' successful teaching, and this successful attendance at one of the universities shall be shown by a certificate, year by year, of the Principal or Dean of the Faculty of Arts."

The Secretary reported that there were certain inconsistencies between the demands made in the A.A. prospectus and the regulations of the Protestant Committee. The question was referred to the sub-committee on the course of study.

The financial statement for the six months ending June 30th, 1905, was presented and accepted.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE
OF THE COUNCIL OF PUBLIC INSTRUCTION FOR THE
SIX MONTHS ENDING JUNE 30TH, 1905.

Receipts.

1905.

Jan. 1.	Balance on hand.....	\$1,018 63
	Government grant for contingencies ...	1,500 00
		<hr/>
		\$2,518 63
		<hr/>

Expenditure.

1905.			
Feb.	6.	Inspector John Parker, balance on salary	\$ 50 00
"	18.	<i>Chronicle Printing Co.</i> , minutes, &c.	8 75
March	1.	Inspector John Parker, salary.....	125 00
"	2.	G. W. Parmelee, salary	212 50
"	17.	Canada Stamp Co., for twenty copies of revised School Law for members of Protestant Committee.....	20 00
"	27.	Advance on payment of twelve Macdonald Scholarships.....	480 00
April	14.	Inspector John Parker, salary.....	125 00
"	19.	G. W. Parmelee, to pay expenses of Inspectors' meeting.....	100 00
June	2.	Inspector John Parker, salary (May and June).....	250 00
		Inspector John Parker, postage, express, &c.....	55 88
"	30.	Balance on hand.....	1,091 50
			<hr/>
			\$2,518 63

Special Account.

1905.			
Jan. 31.		City Treasurer of Montreal	\$1,000 00

Contra.

1905.			
March 17.		Dr. S. P. Robins, for Normal School.	\$1,000 00

Special Account.

1905.			
Jan. 31.		Miss C. Burnham's legacy to Protestant Teachers' Pension Fund.....	\$ 900 00

Contra.

1905.			
June. 30.		Cash on hand.....	\$ 900 00

Audited and found correct.

WILLIAM I. SHAW,
Chairman.

After the reading of the rough minutes the meeting adjourned till Friday, the 24th day of November, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th day of June, 1905, to annex to the school municipality of Saint Pamphile, county of L'Islet, ranges 5, 6 and 7, of the township Leverrier, in the same county. These ranges do not form part of any school municipality.

This annexation will take effect on the 1st of July, 1905.

Appointments of School Commissioners and Trustees.

School Commissioners.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of September, 1905, to make the following appointments, to wit:—

Argenteuil, Harrington No. 2.—Messrs. W. C. Higginson, Donald Cameron and John Colquhoun, to replace Messrs. R. McMillan, Thomas Burns and Joseph McClusky.

Compton Sainte-Cécile de Whitton.—Messrs. Louis Rousseau, Arthur Fortier, Narcisse Arguile and Joseph Lacroix, to replace Messrs. Alphonse Dubé, Philéas Roy, Alphé Roy and Cléophas Campeau.

Dorchester, Sainte Germaine du Lac Etchemin.—Messrs. Ferdinand Audet and Joseph Delbois, to replace Messrs. Léon Audet and Louis St. Hilaire.

Saint Benjamin du Lac à Busque.—Messrs. Borromée Veilleux and Alphonse Giguère, to replace Messrs. Evangeliste Boulette and Charles Veilleux.

Lake Saint John, Saint-Edouard de Péribonka.—Messrs. Edouard Niquette, Joseph Rousseau, Ernest Bergeron, J. O. Charles Duguay and Julius Bergeron, new municipality.

Napierville, Saint Michel.—Messrs. Adélard Laplante and Samuel Patenaude, to replace Messrs. Elie Ste. Marie and Joseph Poupard.

Ottawa, Saint Alphonse de Lytton.—Messrs. François Coursol and Johnny McConnery, to replace the first, himself, his term of office having expired, the second to replace Mr. Félix Martin.

Kiamika —Mr. Victor Dufort, to replace himself, his term of office having expired.

Portneuf, Cap Santé, parish.—Messrs. Siméon Matte and Eugène Lebage to replace Messrs. J. B. Galarneau and France Bertrand.

Quebec City.—The Reverend Mr. J. D. Beaudoin, *curé* of the parish of Saint Jean Baptiste of Quebec, to replace the Reverend Mr. B. Demers, resigned.

Saguenay, Aguanus.—Messrs. Alcide Bourque, Nelson, Cormier, Alcide Bourgeois, Joseph Deraps and Joseph Boudreault, new municipality.

Témiscouata, Saint.-Arsène.—Messrs. Horace Gagnon and Joseph Thibault, to replace Messrs. G. Lebel and A. Chouinard, whose term of office has expired.

11th of October 1905.—To appoint Mr. Jean Baptiste St. Aubin, son of Firmin, as school commissioner for the municipality of Côte de Notre Dame de la Vertu, county of Jacques Cartier, to replace Mr. Nérée Cousineau, whose term of office has expired.

School Trustees.

Rouville, Saint Hilaire and Saint Jean Baptiste.—Mr. W. Grose, to replace Mr. R. F. Campbell, whose term of office has expired.

Terrebonne, Terrebonne.—Mr. Matthew Moody, to replace himself, his term of office having expired.

5th of October, 1905.—To make the following appointments, to wit :

Levis, Saint Etienne.—Messrs. Victor Marois, Napoléon Arguin and Modeste Bilodeau, the first one to replace Mr. Johnny Carrier, the second, to replace Mr. Hubert Blanchet and the third, to replace M. Georges Chamberland, resigned.

Quebec, Tewkesbury, No. 2,—Messrs. Joseph Plamondon and Adolphe Simoneau, to replace Messrs. Alex. McKee and Louis Poulin, whose term of office has expired.

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PROVINCE OF QUEBEC,

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The supply will soon be exhausted, and cannot be replaced.

The particular attention of school boards is called to the changes in Articles 30, 96, 122, 129, 133, 148, 234, 253, 274, 331, 378, 482, 486, 499, etc., referring to new school municipality limits, contracts, abolition of boards of trustees, elections, census, seizures, appeals, special taxes, pension fund, etc., the remaining amendments not being so important.

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All candidates for admission to the several classes of the Normal School during the session September 1st, 1905, to May 31st, 1906, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1905, on forms that can be procured from him.

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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

The Protestant Committee is responsible only for what appears in the Official
Department.

JOHN PARKER, Editor.

G. W. PARMELEE, Managing Editor.

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1905.

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PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1905.

VOL. XXV.

Articles : Original and Selected.

ANNUAL CONVENTION.

The Annual Convention of the Provincial Association of Protestant Teachers of Quebec was held in the High School, Montreal, on October 11th, 12th, 13th and 14th. The Executive Committee had provided an excellent programme. The papers read were interesting, practical, and helpful. Arrangements have been made whereby several of these papers will be published in the RECORD at an early date.

The attendance was not so large as in former years. This may be partly due to the fact the railway companies did not act as liberally as usual in the matter of reduced fares to members of the Association. Fifty new members were enrolled.

The following officers were elected :—

PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS, 1905-1906.

OFFICERS, COMMITTEES AND SUB-COMMITTEES.

OFFICERS.

President Rev. Dr. Barclay.
Vice-Presidents Rev. Dr. Rexford, W. Dixon, E. W.
Recording Secretary.. A. E. Rivard. [Arthy.
Corresponding Secy... W. A. Kneeland, Riverside School,
Treasurer F. J. Bacon. [Montreal.
Curator of Library... Miss Brittain.
Pen. Commissioners... H. M. Cockfield, M. C. Hopkins.
Rep. on Prot. Com... H. J. Silver.

EXECUTIVE COMMITTEE.

Insp. J. W. McOuat,	J. A. Dresser,	W. J. Messenger,
H. A. Honeyman,	Miss A. Griggs,	Miss B. Grant,
Insp. Parker,	Miss Holiday,	E. M. Campbell,
Prof. Kneeland,	Miss Robins,	Dr. Kelley,
Miss Binmore,	Miss Hunter,	Chas. McBurney.
N. T. Truell	and	A. MacArthur (<i>ex of.</i>)

I. CONVENTION COMMITTEES.

1. *Library*:—Miss Hammond (con.), W. Dixon, H. J. Silver, Miss Derick and J. A. Dresser.
2. *Exams. and Course of Study*:—
 - (a) *Superior Schools*:—N. T. Truell (con.), W. Dixon, W. B. T. Macaulay, Insp. Sup. Schools, Chas. McBurney and W. J. Messenger.
 - (b) *Elementary Schools*:—J. W. McOuat (con.), E. M. Taylor, E. W. Arthy, O. F. McCutcheon, E. Smith, and Rep. on Prot. Com.
3. *Pronunciation of Latin*:—C. McBurney (con.), L. Moore, N. Truell, Miss Hammond, Miss Binmore.
4. *Views of Canada*:—Mr. Pollock (con.), N. T. Truell, J. A. Dresser.

II. SUB-COMMITTEES OF EXECUTIVE.

1. *Exhibits*:—H. M. Cockfield, (con.). Misses Hunter, Robins, Binmore. E. M. Campbell, J. A. Dresser, H. J. Silver.
2. *Printing and Programme*:—E. W. Arthy, (con.), W. A. Kneeland, A. E. Rivard.
3. *Periodicals*:—Miss Griggs.
4. *Finance and Audit*:—M. C. Hopkins (con.), H. J. Silver, Prof. Kneeland.
5. *Text Books*:—Rep. on Prot. Com. (con.). E. W. Arthy, W. J. Messenger, C. McBurney, J. A. Dresser.

NOTE:—The Executive Committee wishes Committees and sub-Committees to be called together for the same day that the Executive meets if possible.

SOME IDEALS OF TEACHERS.

WELLINGTON DIXON, B.A.

One ideal which we as teachers must never cease cherishing is the moral element in our work. For some years educators and legislators have deemed it wise to separate to a very great extent the secular and religious; and so far this separation has been the means of bringing together the different parts of our population, and of affording them, when thus brought together, the opportunity of working in harmony, and of learning that by common aims and united efforts they may benefit not only themselves, but also their community, their country and humanity in general, it is a good thing. But while it has been found necessary, chiefly, no doubt, because there is in our religion so large an admixture of sectarianism and dogma, to abolish formal religious teaching altogether from our school curricula or to reduce it almost to the vanishing point, we, as teachers, must be all the more alive to the goal of all true education, the development of moral character. As Lowell puts it, "The ten commandments will not budge." Without heaping you with details as to the best way of reaching this goal, I should like to say that it is more a matter of example than of precept. And this being so, everyone who has anything to do with the appointment of a teacher ought to see to it that he possesses this qualification of character, putting it above scholarship, culture, polished manners, prowess in athletics, and every other endowment, be it ever so desirable. Let there be no mistake on this question. If our politics are to be kept free from corruption, and if different and higher standards are to prevail in commerce and in life generally, the school-room more than ever must send out pupils, with not only developed bodies and minds, but also with character so moulded that they will readily refuse to sacrifice what is altruistic and imperishable for what is merely selfish and evanescent.

To a teacher possessed of the right kind of personality, the ordinary work of the classroom will furnish sufficient opportunities for moral teaching. Let him maintain a right attitude in his duties as counsellor and guide, and pupils will, unconsciously and silently it may be, but none the

less effectually and ceaselessly, learn to have a deep and abiding respect for the right. Especially will they be greatly influenced by the manner in which a teacher handles a difficult case of conduct. If a teacher is able to deal with such a case with justice and mercy, the pupils are quite certain to advance on the road of respect and reverence, and to be prepared to think on what oever things are true and just, pure and of good report

Another ideal which in my opinion we as teachers ought to strive after is to use our best efforts to retain our boys and girls as long as possible in school. That our pupils are leaving us in large numbers both in Elementary and Secondary Schools can hardly be doubted. So far, at least, as the latter are concerned, I believe it is one of the educational problems confronting us in this city and province. Last July I had the pleasure of attending the National Educational Association of the United States, and found that this question had a prominent place on the programme of the Department of Secondary Education, a large part of one session having been devoted to it.

And those of you who have had the management of schools will know by observation and experience that this premature withdrawal from school is one of the regrettable features of school work.

In some cases, a knowledge of the home circumstances forces us to the conclusion that the withdrawal is almost or altogether the only course to follow ; for important as education is, the means of supporting life must take precedence to it, so that all we can do in such instances is to regret the hard lot which the children, from no fault of theirs, have to share, and to commend them for coming at the call of duty to the help of the home, bidding them to keep their courage strong and their hearts free from complaining and bitterness, and to remember that

“ Not once or twice in our rough island story,
The path of duty was the way to glory.”

More frequently, however, we meet with cases that call for strenuous effort on our part. The commercialism of our age has created a great demand for the services of young people, especially of young boys, and holds out offers to which the novice and the inexperienced too often yield,

thinking that they will be great gainers in exchanging the irksomeness of home-and-school-lessons for the freedom and independence of earning their own living. Such a withdrawal, whether prompted by distaste for the course of study or by inclination and ambition to get on in the world, is hard to check. Indeed, in some cases it might be wrong to try to check it. Still I cannot get away from the thought that for the average boy and girl it is a good thing, yea the best thing, to finish a course which they have begun, whether it be in school or college.

During the holidays, when some parts of this address were simmering in my mind, I often took long walks for pleasure and exercise on one of the shores of our great Atlantic. On one day the water and the sandy beach would be peaceful and smooth, but the following night a storm would arise and the next day everything was changed. Mighty waves had taken the place of quiet waters and had cut gullies four or five feet deep in the sandy shore, and the remnant of a wreck on which the previous day I had sat and sunned myself had been carried one hundred yards or so shoreward. At the time I thought that the conditions without any great exaggeration might be applied to the case of a young pupil leaving school before the end of his course. When life is smooth he thinks that he is quite well enough equipped to make a voyage over it, but later when a storm has arisen and the billows of competition and remorseless opposition are breaking over him and dashing him hither and thither, he finds that the voyage is not so easy, and that he is all too little prepared to make headway against the forces which confront him.

In this connection I think it is our duty as teachers to point out, first, that school life affords conditions for developing and broadening character which are impossible under present industrial methods. A writer in one of our educational magazines has well expressed this in the following words:—"Minute division of labour forces a boy into a routine so narrow that his natural powers contract until he has neither satisfaction in his work nor hope of promotion beyond it. A child thrust into industry is often a man thrust out of it, for individuality has been smothered and initiative arrested in him by the too rapid closing of

routine upon his period of vague ideals, emerging desires, and personal ambitions. To delay entering upon business is to win time for school where plastic thought and fluent movement set free the forces that broaden vision and strengthen character."

In the second place we can impress on our pupils that delay is more than compensated by the speed of promotion after they have proved their fitness.

Moreover, it is an encouraging sign to find that so many of our best business concerns specifically ask for applicants who have completed their course in our academy schools. For my own part I very frequently receive such applications, and when our pupils know that there is a growing demand for such candidates, they will be more willing to finish their course and not be, as the new Classical Professor at McGill expressed it in the annual university lecture last Friday, so desirous to hurry on prematurely with the practical end in view to the detriment of the complete and all round training of the man. I shall conclude this part of my paper by quoting from an address delivered last March before the Canada Club by Principal Peterson, in which he says, "It is calculated that in Germany during the last 30 years the number of men of university training has doubled itself."

A third ideal which we should keep in view is what I have called *magnanimity in discipline*. I am a firm believer in putting at the disposal of the teacher every reasonable means for maintaining discipline which is so indispensable an element in all successful teaching, and in asking her to use these means sparingly and wisely. I am not an advocate for the abolition of corporal punishment, though I am aware in saying this I am exposing myself to the charge of being old-fashioned and behind the times. The Chairman of our Protestant Board in addressing the pupils of the High Schools a week ago last Monday was loudly applauded when he said that one of the things he observed in a recent visit to the schools of New York, was the entire absence of the strap. As he wittily put it, the teachers there were making "stars" without "stripes." Still I believe that corporal punishment, when wisely administered, may be far less cruel than stinging words from the teacher or tantalizing remarks by the pupil. I would, however, sur-

round the strap or the cane with a very great deal of mystery. Few things appeal more to the youthful imagination than the mysterious. I would have a boy know that there is a strap in the school, that it has been used—on rare occasions—and that it has produced considerable physical pain, but I should think long and seriously before using it for the first time on any boy. In fact I believe that when a boy has had it once its virtue is largely gone. The spell of the mysterious and the unknown has been broken, and what, when locked away, was a valuable aid to discipline, has now lost its magic and its power, and is ranked with the other familiar and not-much-heeded things of life.

But I must not forget what I started out with under this heading. Let a teacher convince a pupil that she is prepared to give him the benefit of the doubt in any and every impulsive and thoughtless act, or still better, to pass it over altogether, or to mark it merely by a look of gentleness or of warning, and I venture to say that the pupil, if he has a spark of pride or manliness—and 99 times out of 100 every pupil has—he will put a close watch on himself, and, instead of laying himself out to annoy and worry, will be won over to the side of the teacher, and will be a help instead of a hindrance to the order of his class, both teacher and pupil being among the rare cases which Shakespeare regarded as exceptional when he wrote in his "Tempest," "The rarer action is in virtue than in vengeance."

Before leaving this topic of discipline, I should like to lay a few words on the teacher whom I am accustomed to call a legalist, one who practises strict adherence to the law, especially to the letter of the law. Such a teacher thinks it is his duty, not only to see and know every offence committed by a pupil, no matter how slight, but also to tax his ingenuity in devising a punishment to fit each offence. And when these punishments, inflicted with undeviating regularity, do not bring about—and they seldom do—the desired reformation, he is naturally disappointed and worried. The obedience that such rigour brings about is, at best, of a forced and unlovely kind. Far better would it be for us if we tried to see those offences from the standpoint of the pupil. Then they would appear in a truer light, and many of our customs would be honoured more in the breach than the observance. It is well to

have regulations, but we ought to teach in such a way that the attention of our pupils would be too closely riveted on the topic of work to think of violating these regulations. I know that it is a good deal easier to talk of securing attention than to actually secure it. Still, if we are to amount to anything as teachers, we must be able to get and keep the attention of our pupils, for without it there can be no real fixedness of thought. In this matter of attention I think we frequently err in striving too much after what our psychologists call *voluntary* attention, that is attention secured by the exercise of the will. It must not be forgotten that the power of the will in the case of children is not strong enough to compel attention for a long time. It is useless, therefore, to try to bring about this mental state by commanding or scolding. We shall find our task an easier one if we exert ourselves to gain that second type of attention which we designate as *involuntary*. Involuntary attention, as the name indicates, is not under the control of the will. It depends on subjects that are of interest to us. Now, I do not intend to give here an exhaustive enumeration of the different interests which in childhood control attention. Indeed, these interests are so diverse and subtle that they may be said to defy enumeration. But the wise teacher will never forget what Patterson Du Bois calls "the point of contact." He will begin with what the child knows and lead him up by skilful gradation to what is unknown, thus linking new truths to old ones. St. Paul gives us a good example of this doctrine of interest when in that cultured city of Athens, surrounded by innumerable gods and altars, he began his discourse with the words, "I found an altar with this inscription." With such a beginning we may be sure that there was no lack of attention on the part of his hearers. And if we as teachers thoroughly grasp this fundamental law in teaching of arousing interest in our pupils, we shall not waste so much valuable time in conduct marks, detentions and other forms of punishment for the purpose of maintaining discipline.

A fourth ideal, which I believe ought to be kept prominently before us, is that we should be constant learners. The teacher who is always endeavouring to add to her knowledge and to improve her methods of instruction and

of discipline cannot fail to have the double satisfaction of increasingly enjoying her work and of having that work produce increasingly good results on her pupils. These two results are almost axiomatic. What can be more self-evident than that the more light we have on our pupils themselves, on the subjects they are studying, on the ways of presenting these subjects, and on the maintenance of discipline, the more shall we enjoy our work and the more will that work be enjoyed by our pupils.

No matter how great our natural ability for teaching, or how extended our experience, be it ever so successful, we are almost sure to fall into ruts and to become narrow and dogmatic, unless we are constantly testing ourselves and our methods by the best that there is in the field of education in our own and other lands. But I fancy I can hear some of you saying, "This is talk of a trite and platitudinous kind. Tell us, more particularly, how the monotony and narrowing effects of teaching can be replaced by interest and a wider outlook." Well, an analysis will yield us two main particulars, inclination and the means of gratifying it. For the first we must look within. A teacher who, year in and year out, has the care and responsibility of training our boys and girls to take their part in this new and growing country, will, if she is not a bundle of conceit or of narrow and hidebound ideas, be all aglow with the inclination. The means of gratifying this inclination are in some cases hard to find. Still where there is a will there is a way. Besides, there are some opportunities which need little more than the inclination to make them available. For all of us there is the banding of ourselves together in local and general associations for improvement and interchange of ideas. For all of us, too, there is at a small cost good reading—both literary and educational. Then we can all keep closely in touch with the circumstances of our pupils and with their homes, and, despite the unreasonableness of some parents, mainly through a lack of such intercourse, there is here, I believe, a much larger field for profitable cultivation than many of us have hitherto dreamed of. In Montreal our McGill University is doing a great deal in the way of providing afternoon classes which are open to teachers at a small cost. And I am glad to be able to say that many of our teachers are availing themselves of these

opportunities, thus showing unmistakably that their desire for improvement and further equipment is more than a barren wish.

The one means which is somewhat independent of us, and yet not entirely so, is the lack of money. To me one of the saddest features connected with teaching is its inadequate remuneration. To see a teacher forced to deny herself, at every turn, that kind of life which she knows she ought to lead in order to be thoroughly equipped for all the demands which her pupils have a right to make both inside and outside the schoolroom, is not a pleasant sight. But to see a teacher, after practising this self-denial, forced to spend his nights in "coaching" individuals or conducting night classes, so that he may be able to give even the minimum of respectability and education to his family, is a sight still less pleasant. But even here we need not despair, for the dawn of a better day is, I believe, not far distant. If teachers continue to do their duty, and perseveringly and unitedly work for better salaries, success will surely crown their efforts.

A fifth ideal, which we as teachers should be specially mindful of in this formative period of our young Canada, is the development of patriotism among our pupils. "There is a tide in the affairs of men which taken at the flood leads on to fortune." I believe, ladies and gentlemen, that there is at the present time a tide of attention directed to Canada, a tide of faith in its future destiny, which we as schools ought to embark on if we are to take our proper share in its voyage, stormy or otherwise, to true national greatness.

So far as we are able we should endeavour to make our schools centres in which will be cherished and fostered a strong Canadian sentiment, and from which will go forth, year after year, a goodly number of boys and girls who will have a firm faith in their country, and who will be ready and able by their intelligent knowledge of it to make others believe in the vastness of its resources, the liberty of its laws, and the enterprise and moral excellence of its people.

A school will not fail in instilling this love of country in the pupils, if the teachers of the school are fully persuaded in their own minds that the land in which they live is a goodly one, if they have faith in it and can give an intelli-

gent reason for this faith. ' In the High Schools we depend mainly for this result, as for so many other results, on the individual teachers. But we try to keep, in our library, magazines and books which furnish the needed material. Then we have our Empire Day, on which we have patriotic songs and exercises, and an address from some one of weight in this field. Last May, for instance, Dr. Peterson spoke to us. Lastly, we have our Monday morning gatherings, some of which aim at inculcating a proper pride in our young nation. All around us there are not wanting signs that we are getting away from the narrow and parochial point of view, and are coming more and more to look at things from a broader and more national standpoint. As last week's edition of our new paper, *The Standard*, says: "A large horizon is dawning upon the general view. The consciousness of nationhood is stirring in the breast. All who move about a little cannot be indifferent to this feeling. Already we see the effect in a more confident note, in the larger phrase, in the more permanent forms in which literary effort is being recorded, in the keener desire of our people to learn more about their country."

Three other ideals I have only time to touch on, non-jealousy in education, the development of the artistic nature, and the emphasizing of the dignity of labour. Education is a goddess whom we may all woo. She is great enough and good enough to satisfy all. None need press his suit in vain if he is humble and keeps his mind open to receive the precious and inexhaustible possessions of her storehouse. As to the development of the artistic nature, I shall make only one remark and give one illustration. Such development, far from being dissociated from the daring and the heroic, is found associated with these qualities in the highest degree, as is well illustrated in the Japanese, who, we must all admit, are splendid examples of this combination of the artistic and the heroic.

Manual training is yielding us many good results, and one of them is that it emphasizes the dignity of labour. Some has said it is a sublime thing to work for one's living. To do well the thing a person is created for is a splendid achievement. A rich man who had not much sense once said to a rising lawyer: "I remember the time when you had to black my father's boots, sir." "Did I not

do them well?" was the reply—a reply that bespoke as much greatness as the remark of the other betokened smallness. That there is plenty to be done we are reminded in the last words of Cecil Rhodes: "So much to do, so little done; good-bye."

DE RAMEZAY AND THE CHATEAU DE RAMEZAY.

BY R. W. McLACHLAN.

Claude de Ramezay, from whom this building takes its name, was a scion of the noble family of Ramsay, of Scotland. The French form of the name is often found in early Scottish documents, when spelling was not the exact science of to-day. (1)

Claud's grandfather, Sir James Ramsay, (2) styled James the Fair, entered the Swedish service in 1631 as Captain in a corps raised in Scotland by Sir John Hepburn. This corps fought with great distinction under Gustavus Adolphus in the arduous campaign which he carried on in 1631-32, for the defence of the Protestants of Germany; but, on the death of that monarch at the battle of Lutzen in November of the latter year, he returned to Scotland.

Early the next year Hepburn reorganized his corps and again set out for foreign fields, having accepted an engagement under the French flag, where, because the French could not readily pronounce the Scottish name, it was styled *Le Régiment de Hebun*, and later, on the death of Hepburn, *Le Régiment de Douglass*, from that of its new Commander. But it soon was familiarly known by a name which it received through the retort of one of its members in the course of a dispute as to seigniority with another Scottish regiment in the French service, who, in replying to a disparaging remark, exclaimed: "Well, gentlemen, we must be mistaken, for, had we really been guards to Pontius Pilate and done duty at the Sepulchre, the holy body would not have been taken away;" implying thereby that the He-

(1.) Even in French documents it varies greatly, as it is given as Ramezai, Ramzay, Ramezet, Ramezel, and in several other forms.

(2.) Mr. S. Aubin, in the *Revue de Montréal*, 1878, Vol. II., page 382, styles him as Sir John, but this is evidently an error, for no Ramsay with this surname is to be found in the records of the regiment.

burns never slept on duty, an accusation to which their opponents could not plead guilty. To this retort "Pontius Pilate's Guard" was thrown back in derision, and it has clung so closely that it returned with the regiment to its native heath, continuing with it even after it had become incorporated in the British army as the First Royal Scots, which still bears this sobriquet.

Sir James, while the regiment was stationed near Langres, in the Province of Bourgogne, married a lady of some patrimony and settled down as a *regnicole*; and, as a Baronette and a member of a Scottish aristocratic family, was recognized by the King as of *noblesse de race* without formal creation. From the titles born by his son we conclude that the patrimony brought him by his French wife, which consisted of the seigniories of Lagesse, Montigny and Boisfleurent, was not a great landed estate like that of an English lord, for their revenue is set down as 1,300 pistols or \$2,600. This, when capitalized at 10 per cent, makes a total value of \$26,000. It will be thus seen that these seigniories were each hardly greater than one of our larger Canadian farms.

As the subject of our sketch was born in 1657, less than 29 years after his grandfather's arrival in France, we gather that he as well as his father were *fils aîné*; and also, from the fact that there is no mention of brothers, that he was *fils unique*. He succeeded to the titles at an early age, for his father, Timothee, died ere he had reached his fiftieth year. Following the steps of his Scottish ancestors, Claud took up arms as his profession, and entering the service of Louis XIV. fought in the campaign carried on by France in the Netherlands. On the conclusion of that war, and the disbanding of his regiment he accepted a Commission as Captain in a corps raised for the defence of Canada, called *le détachement de la Marine*,—not that it had anything to do with the marine service, but because the Colonies were controlled by that department. It was about the year 1685 that, along with a number of other officers whose names are celebrated in our annals, he landed in Canada to help to defend our borders from the ruthless raids of the roving Iroquois.

De Ramezay proved himself to be such an efficient officer that he was decorated with the Military Order of St. Louis,

and, in 1690, promoted to post of Military Governor of Three Rivers, which meant command of all the troops and military operations of that district. To this was later on added the command of all the King's troops in Canada.

The same year, in compliance with the King's wishes, he married and settled down as a Canadian, taking for his wife, Marie Charlotte Denys de la Ronde, a daughter of the Colony, who, as a member of a family of fourteen all intermarried with the Canadian nobless, brought him into family relations with most of the Seigniors of the time; and now these ramifications extend wherever French Canadians have wandered.

The wedding, which took place at Quebec on the 8th of November, 1690, was a most brilliant affair—in fact, the most important social function of the year, for it was attended by Frontenac, the Governor-General, Champigny, the Intendant, de Collière, Governor at Montreal, Vaudreuil, the Commandant, and many other dignatories and Seigneurs stationed at the Capital; the higher of whom, as his intimate friends, signed the marriage contract.

In 1703, on the death of de Collière, de Vaudreuil, who in the meantime had been appointed Governor at Montreal, was promoted to his place as Governor-General, and de Ramezay advanced to Montreal. According to a rule adopted some time previously, the Governor of Three Rivers was advanced to that of Montreal, and Montreal to that of Quebec, as vacancies occurred. So a coolness arose between de Vaudreuil and de Ramezay, because the former, through intriguing, had secured an unearned priority. This coolness grew into covert animosity discovered by the innuendoes, charges and counter charges in their official correspondence with the Home Government.

Now let us take a rapid glance at the town of 2,000 inhabitants, over whose military affairs de Ramezay was appointed administrator. The appearance of the Montreal of 200 years ago disclosed no internal prophecy of the metropolitan proportions to which it has now grown, with well ordered streets and bustling populace, save that the same Mount Royal stood as sentinel behind and the same St. Lawrence flowed as swiftly before. Its civic and criminal administration, which were in the hands of a Lieutenant-General, who was answerable only to the In-

tendant at Quebec, had been so neglected that brawling and crime and disorder had full sway ; while from numerous illegal liquor resorts, kept by private citizens, there issued at all hours Indians as well as white men so frenzied that they were a danger to the well disposed. Then the streets, if streets they could be called, where every one built without regard to any official line or even to the line or angle of his nearest neighbour, were described as impossible, not only to wheeled conveyances, but even to pedestrians. In them the earth from excavations and cellars stood in mounds to impede the natural flow of water as well as traffic ; while into this the house-wives daily threw their garbage and slops—the old document calls it *immondices*—which stagnated among the mounds in filthy pools, into which the belated wayfarer was liable to stumble at every step.

During the first year of his new appointment, de Ramezay, for the main, resided at Quebec, but towards the close of 1704 came to Montreal, rented a house on Notre Dame Street, and engaged for one year a Valet de Chambre named Jean Lirac dit Lacoste, whose descendants, it would appear, still live amongst us. His total remuneration is stated to have been light, living, lodgings and the princely sum of 120 livres, about \$20 a year, which, however, was subject to a deduction of 70 cents for every occasion on which Lacoste should give way to intemperance. This shows that either he was peculiarly subject to such lapses or that it was a common failing among men servants in old Canada. Lacoste may be claimed as the first man employed to do work in the Chateau. As his engagement reads he was to serve according to his ability, not only as Valet de Chambre and in such other ways within his powers as might be required of him, but to warn him of any impending danger coming within his knowledge likely to cause his master hurt or damage.

About the same time he secured from his brother-in-law, Daillebout de Monteth, part of a lot conceded by the Seigneurs of Montreal to his father, Daillebout de Massue, a former Governor of the town. The land so secured—much about the same in dimensions as that of the Chateau of to-day—extended to the *cloture* or fence of pickets that defended the town on the east. This palisade followed the line of what is now Claude Street.

Shortly after this purchase de Ramezay gave out his contract for stone and lime, and in the spring of 1705 another contract for cutting the stone necessary for window mouldings and door posts, and for superintending the mason work, at the same time undertaking for himself to have the foundations dug, the necessary scaffolding ready, and to pay the workmen as they earned their wages. Another contract was given out for the necessary lumber. This all indicates that de Ramezay as his own architect hired his men and superintended the putting up of the building. In this he was no novice, for he had built for himself a house at Quebec, and at different times two others in Three Rivers, both of which he sold to the Ursulines, the latter one before it was completed, and these formed the nucleus around which the conventual buildings of that community have clustered.

As this contract describes a building 60 feet long by 36 deep, we may conclude that de Ramezay either, before going on with the work, enlarged his plans or at a later period built extensive additions at the back and side. As there appears to be no evidences of such patchwork, the former alternative is the more likely. The style, like most of our Canadian Manor houses and their prototype, the Norman Chateau, was so severely plain as to be devoid of all ornament. But, if not imposing, it was solid, and destined to last, for it is as stable as ever after the lapse of 200 years, while numbers of apparently noble structures many years its junior have crumbled to dust. Not only was it built to resist time, but fire also, for the devouring element had been very disastrous in Montreal. The basement, with the large kitchen and bakery where the retainers and friends were wont to gather around the blazing fire, was protected by a ceiling vaulted in stone, so that no fire could ascend to the main floor. And then all the division walls were of stone. Then over the ceiling of this main floor were 12-inch logs laid, on which was imposed a bed of stone and mortar six inches in thickness, acting as a barrier to fires starting from above. As this was before the days of the large Three Rivers stoves, each apartment had its great chimney, on which sputtered and sparkled through the long winter the constantly replenished yule log as it gave out warmth and cheer. The rooms were large and contrasted

advantageously with the dingy dungeons that prevailed among the bourgeois of the town.

De Ramezay's was a typical French-Canadian family, for he had many olive branches. Ever since his marriage there had been a new bud each year until they numbered sixteen. True many were cut off young, so that only four sons and five daughters grew up to manhood and womanhood. These sons all entered the army as a matter of heredity, and as the only avenue of advancement. The eldest of these, still a youth, was killed on a descent by the French on Rio de Janeiro in 1710; the second, in a skirmish with Indians in the West, and the third was drowned in the wreck of the Ill-fated, which, while returning from France, went down in a storm off Louisburg. This third son, Louis Hector, took his father's title, Lagesse, and so signs in a deed of purchase of a pew in the parish church by his father. The youngest son, Jean Baptiste Nicolas Rock, practically the only one that survived him, is celebrated as the leader of a raid on Nova Scotian settlers from New England who supplanted the Acadians in the Annapolis Valley; and as the signer of the capitulation of Quebec. He was the only son to marry, but although he had three sons, they all died in infancy, so that with his death the name became extinct in Canada. The daughters were not only the leaders in society, but also in good works, for they went in and out among the poor, especially during the severity of winter and a pestilence that raged and desimated the ranks of the ignorant and improvident. This work so drew them away from the frivolities of a governor's palace that two of them retired from the world, one as Mother St. Radogonde in the Ursuline Convent at Quebec, and the other in the *Hopital Générale*. The former only survived her father a year.

De Ramezay, after assuming command at Montreal, reported to the King regarding the frightful condition of the town, and asked that it be made habitable for civilized beings. So in 1706, shortly after the appointment of the New Intendant Ravelot, he was sent up to Montreal. After looking into matters he issued an arrêt ordering that the mounds of earth be cleared away, that every street be graded, so that the waters could be drained away. Each street was gone over separately, specifying the directions in which

the surface should be drained. Further, the citizens were interdicted from selling liquors, from keeping pigs in their houses, from permitting their cattle to roam the streets, or from throwing their *immondices* thereon. A place outside the limits was designated to which it was made obligatory that all garbage should be conveyed. The Place d'Armes (old Place Royale) was set apart as a market place, and Tuesdays and Fridays as market days, where and on which the country people could dispose of their produce with the provision preventing hotel-keepers and hucksters from purchasing before eight in the morning, that ordinary citizens might have the better opportunity to lay in their supplies. Much of this old law remains, so that the habitants still bring their produce to the Montreal market much in the same way and on the same days of the week as did their ancestors 200 years ago.

Montreal, described as in the upper country, was practically a more important military point than Quebec. As the advanced post its defenders had not only to ward off the attacks of the Iroquois, but to be ready to withstand an ever threatening onslaught from the Bostonnais. The troops, while constantly on the defensive, had to be ready to take the offensive when occasion required. De Ramezay as he received reports of impending dangers from the upper country, from the Iroquois or from the Bostonnais, had to be ever on the alert, and constant consultations and military counsels were held in this Chateau as how best to defend the frail wooden ramparts that stood between the town and the outside world of foes. In 1709 these rumours came to materialize, when it was reported that Nicholson was en route for Lake Champlain, the highway of the invaders of Canada, with a large army of Bostonnais. Vaudreuil came up from Quebec, so, after consultation, de Ramezay set out at the head of a thousand men and blocked Nicholson's advance. Nicholson afterwards retreated. But de Ramezay, believing that the danger was not yet past, wintered at Chambly, where, noting its strategic importance, he strongly urged that a fort should be erected, with the result in the building of the old fort at Chambly, which still stands as a monument of the struggle of two races for supremacy in the new world. With the wreck of Walker's fleet in the Lower St. Lawrence in 1711, and the peace of 1713, rest

from constant watching came. But de Ramezay did not cease from planning. Through his earnest solicitations Montreal was made a walled city, whereby she was rendered invulnerable to the raids of the Iroquois and put in a position to stand a siege should the Bastonnais come before her gates.

In 1721 the first marriage in the Chateau came off, when Mademoiselle Louise Geneviève de Ramezay was united with a dashing young officer, Henri Louis de Champ de Boishebert, a member of one of the best families of France, and Captain in le Détachement de la Marine. As both the young people were popular, and de Ramezay's house noted for its lavish entertainment, the Chateau on that New Year's eve of 1721 became the centre of the most brilliant of the many brilliant functions it has witnessed during its two centuries of existence as some twenty or thirty of the guests signed the marriage contract, we get an idea of the popularity of the happy pair and of those who took part on the occasion. What a pleasure it would have given to some of us to have looked in upon that joyous throng as it surged through these spacious salons 180 years ago, to have noted their conversation of hairbreadth escapes from Indians, to have watched their frolics and inspected the presents. But of this no report has come to us, so we are left to imagine of the unknown.

Soon after this de Ramezay began to lose interest in the affairs. The death of his two eldest sons, the departure of another on a trip to France, the entry of two daughters into convents, and the marriage of a third, the most lively, so told on his health that early in 1724 he was laid aside by sickness. Thinking a trip to Quebec would help him he undertook the voyage, but while there he became worse, and in August died and was buried in the Basilica.

After the death of her husband Madame de Ramezay seems to have been in indigent circumstances, as time and again she petitioned the King for a pension without result. She also petitioned that the Chateau and a brickyard she appears to have owned, should be purchased. But the only result of these entreaties was a lease of the Chateau for two years at a very moderate rental.

Another daughter was married to an officer in the

Marine in 1728, the only surviving one. Four years later she died at Montreal, aged 74.

In 1745 the five remaining heirs arranged a sale of the Chateau to La Compagnie des Indes. But as their title was considered imperfect by the company, a long series of documents were called for, consisting of a deed, a new concession, a decree authorizing church door notices, a mortgage, foreclosing of the mortgage, appointment of commissioners, decree of court and others, numbering ten or a dozen in all which covered from 50 to 75 pages of foolscap.

With this sale the de Ramezay connection with the Chateau closed, and these salons, which rang with the clank of arms, with the laughter and song of gallant cavaliers and brilliant dame, where they were wont to hold converse of love and war, were given over to the sordid claims of commerce in which the grasping missions of a greedy company in the pursuit of the golden fleece bartered and bargained over unsavoury pelteries with the wild Indian and the equally wild Courrier des Bois. But in time the pall lifted. It has now been thrown aside, and many of us are ready to exclaim that the glory of this latter house is greater than that of the former

THE VOICE OF AUTUMN.

There comes, from yonder height,
A soft repining sound,
Where forest-leaves are bright,
And fall, like flakes of light,
To the ground.

It is the autumn breeze,
That, lightly floating on,
Just skims the weedy leas,
Just stirs the glowing trees,
And it is gone.

He moans by sedgy brook,
And visits with a sigh,
The last pale flowers that look,
From out their sunny nook,
At the sky.

O'er shouting children flies
 That light October wind,
 And kissing cheeks and eyes,
 He leaves their merry cries
 Far behind.

And wanders on to make
 That soft uneasy sound
 By distant wood and lake,
 Where distant fountains break
 From the ground.

—WILLIAM CULLEN BRYANT.

THE WORLD IS LEARNING TO READ.

A COMPARISON OF PERCENTAGES FOR 1896 AND 1840.

(*Boston Transcript.*)

Knowledge of elementary science is now regarded as essential to progress. Everywhere in the Western world the school doors have been flung wide open, especially for the laboring classes. Take the year 1840, the year in which the modern movements may be said to have been fully under way, and compare it with the year 1896, the year for which one can find statistics for most of the European States, and we find that the percentage of those who could write in those years was as follows:

	Percent.	
	1840.	1896.
Great Britain.....	59	94
France	47	95
Germany.....	82	99
Russia.....	2	22
Austria.....	21	69
Italy.....	16	56
Spain.....	14	42
Holland.....	70	90
Belgium.....	45	83
Scandinavia	80	99
Switzerland	80	99
United States.....	80	83

These figures furnish cause for rejoicing. While the percentage of increase in the population between 1840 and 1888 was only 30 per cent., the educational increase was 145 per cent. The percentage in the United States is depressed by the hundreds of thousands of ignorant immigrants. As long as the tide of immigration took its supply from lands in which education was advanced and compulsory, the United States stood farther up the list. In 1889, ninety-two out of every one hundred grown persons could read and write. Since that time the immigration from western Europe has fallen off, and that of Eastern Europe increased. Russia, Hungary, Austria and the Danubian lands have been sending their children to the New World, and the percentage for the United States went down; this, too, notwithstanding the fact that the Commissioner of Immigration is supposed to keep out all those who cannot write their own names.

1905.

UNIVERSITY SCHOOL EXAMINATIONS.

ENGLISH GRAMMAR.

Monday, June 12th, 1905. Morning—9 to 10.30.

1. Analyse the following sentence :—

The weather was superb : all night it thundered and lightened, and the rain fell in sheets ; by day, the heavens were cloudless, the sun fervent, the air vigorous and pure.

2. Parse the italicized words in the following :—

They walked separate ; the *Cigarette plodding* behind with some *philosophy*, the *lean* Arethusa posting on ahead.

3. State whether the following sentences are Simple, Complex or Compound, and point out the bare Subject, Predicate, and Object in each :

(a) If you strike John, he will hit you back.

(b) Nothing remains but to leave quietly.

(c) The wind blew the tower down, but the walls of the church were left standing.

(d) Give me the book you borrowed.

(e) The man lost his hold and fell into the water.

4. Correct the errors in the following sentences, and give the reason in each case :

(a) He blamed everyone but she who was innocent.

(b) I will give it to who I please.

(c) Neither John nor James are able to do their lessons by themselves.

(d) I do not like these sort of books.

(e) The admiral, with all his crew, were lost.

5. Distinguish (with examples) between *lie* and *lay*, *may* and *can*, *should* and *would*.

ENGLISH DICTATION.

Monday, June 12th, 1905. Morning—10.30 to 11.

The next morning we mounted again through strange, horrid, and fearful crags and tracts, abounding in pine trees, and only inhabited by bears, wolves and wild goats, nor could we anywhere see above a pistol shot before us, the horizon being terminated with rocks and mountains, whose tops, covered with snow, seemed to touch the skies and in many places pierced the clouds. Some of these vast mountains were but one entire stone, between whose clefts now and then precipitated great cataracts of melted snow, and other waters, which made a terrible roaring, echoing from the rocks and cavities ; and these waters in some places breaking in the fall, wet us as if we had passed through a mist, so that we could neither see nor hear one another, but, trusting to our honest mules, we jogged on our way. The narrow bridges, in some places made only by felling huge fir trees and laying them athwart from mountain to mountain over cataracts of stupendous depth, are very dangerous, and so are the passages and edges made by cutting away the main rock. One had need of a sure foot and a steady head to climb some of these precipices, besides that they are harbours for bears and wolves which have sometimes assaulted travellers.

NOTE FOR THE PRESIDING EXAMINER.—The Deputy Examiner will read the extract *three* times, the candidates writing it out during the *second* reading. The first and third readings are respectively intended to give the candidates a general idea of the character of the passage, and to

guide them in punctuating. *As it is of great importance that candidates should not be left in a state of uncertainty, the Deputy Examiner will repeat, on request, any word or phrase. The Deputy Examiner will also inform the candidates that obvious attempts to make letters do double duty (e.g., to make a letter serve for e or i) will be regarded as mistakes. Full stops and semicolons are to be indicated by the Deputy Examiner.*

ENGLISH COMPOSITION.

Monday, June 12th, 1905. Morning—11 to 12.

Write a composition of not less than one page on any one of the following subjects :

The Joy of Collecting Things.

A Walking, Boating or Camping-party.

Was Cromwell a Hero?

ARITHMETIC.

Wednesday, June 14th, 1905. Morning—9 to 10.30.

1. A merchant sells goods for \$575 and gains 15 per cent. What per cent. would he have gained or lost had he sold them for \$525?

2. A gentleman gives to two sons respectively $\frac{1}{2}$ of $\frac{1}{9}$ and $\frac{1}{3}$ of $\frac{2}{9}$ of his estate. The difference between the two portions is \$14,000. Find the total value of the estate.

3. A person transfers \$16,500 stock from the 3 per cents. at 90 to the $3\frac{1}{2}$ per cents. at 99. Find the change in his income.

4. Express 2 cwt. 31 lbs. as the decimal of a ton.

5. Find the present worth of \$9,999.54 due $3\frac{1}{2}$ years hence, interest being reckoned at 6 per cent.

6. Reduce one mile to centimeters.

7. Find the cost of carpeting a room 1 dekameter long by 5 meters wide, if the carpet cost \$1 per meter length and be 70 centimeters wide.

BRITISH HISTORY.

Wednesday, June 14th, 1905. Morning—10.30 to 12.

1. How was the Court of the Star Chamber composed during the reign of Henry VII., and what use was made of it under that King?

2. Tell what you know about *Throgmorton's Plot*, the *Grand Remonstrance*, the *Six Articles*.

3. Indicate the main causes of discontent against James II.

4. Give the date of the Act of Union between England and Scotland and name its chief provisions.

5. Tell in what wars the following battles were fought, and explain the historical importance of each:—La Hague, Culloden, Plassey, Yorktown, Vittoria.

6. Name the demands of the Chartists, as stated in the six points of the People's Charter.

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY AFTERNOON, JUNE 12th, from 2 to 4

FRENCH (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

(a) Il n'est pas beau, c'est vrai, dit la mère; mais il a si bon caractère! et il nage à la perfection; oui, je dirai même mieux que tous les autres. Je pense qu'il grandira joliment et qu'avec le temps il deviendra plus beau. Il est resté trop longtemps dans l'œuf, c'est pourquoi il n'est pas très bien fait.

(b) Il n'y a pas sous le soleil, s'écrie-t-il, un homme plus chanceux que moi. Et délivré de tout fardeau, le cœur léger comme les jambes, il continue son chemin jusqu'à la maison.

- (c) Que faisiez-vous au temps chaud ?
 Dit-elle à cette emprunteuse.
 “ Nuit et jour, à tout venant,
 Je chantais, ne vous déplaie.”
 “ Vous chantiez ! J’en suis fort aise.
 Et bien ? dansez maintenant.”

15.

2. Translate into French :

“ Sir,” said the doctor to him, yesterday, I heard you announce publicly that you had excellent remedies for all sorts of illness.

The hundred persons of good sense are your customers and the nine thousand nine hundred others are mine.

The quack had spoken with admirable good sense, but we must not forget that he profited by the folly of the multitude, and that quackery merits our scorn.

20.

3. In properly constructed French sentences answer the following questions :—

Un domestique est-il au-dessus de son maître ou au-dessous ? Doit-il obéir à son maître ? Combien d’heures dormez-vous ? Quels fruits le Canada produit-il ? A quelle heure vous levez-vous ?

15

4. After Passive Verbs, how is the preposition *by* translated (a) if the verb expresses an action ; if the verb expresses a state of feeling ? Give examples.

10.

5. Give rules (a) for the agreement of the Past Participle in verbs conjugated with *être* ; (b) the place of adverbs in a French sentence ; (c) how to make a French Verb negative.

12

6. (a) In French how is the stem of all Regular Verbs obtained ?

(b) How are compound tenses formed ?

(c) What are the “ Principal Parts ” of a verb ?

(d) What tenses are formed from the Present Participle ? How ?

16.

7. Write in all persons and both numbers the Present Conditional and the Imperfect Subjunctive of “ vendre.”

12.

TUESDAY MORNING, JUNE 13th, from 9 to 11.

LATIN (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into English ;—

Multis cum *lacrimis* corpus amici ad sepulturam dedit ; tum, postquam alterum cyathum *vini* hausit, somno se dedit.

Interea ea dies appetebat, quam Jason per nuntios edixerat, et ex omnibus *regionibus* Græciæ multi, quos aut *rei* novitas aut *spes gloriæ* movebat, undique conveniebant.

Nuntium igitur ad navem misit, qui Jasonem sociosque ad regiam vocaret.

Quem tamen Colchis multorum dierum *iter* ab eo loco abesset, noluit Jason solus proficisci : dimisit igitur nuntios in omnes partes, qui causam *itineris* docerent ; et diem certum conveniendi dicerent.

His rebus gestis, medea, *furore* atque amentia impulsæ, filios suos necavit : tum magnum sibi *periculum* arbitrata, si in Thessalia maneret, ex ea regione fugere constituit. 50

2. Give the gender, genitive singular and case of each of the words in italics in question 1. 18

3. Give the mood, tense, number, person and the principal parts of dedit, misit, vocaret, abesset, docerent. 25

4. Translate into Latin :—

Neither my brother nor my sister felt cold : they were at home. In the absence of their master the boys were never silent. The soldiers returned to their camp, that they might not be taken by the enemy. He said that he had often heard the orator. The soldiers having been informed of the king's death, raised a shout.

I will follow the slave whom I sent into the city, lest he deceive me. Who are you ?—He asks who I am. When you have written your letters come into the garden to me. 50

5. What is a *Gerund* ? How many cases has the gerund ? What is used as the nominative of the gerund ? 16

6. What is a *supine*? How many supines has a Latin verb? After what verbs may supines be used? After what other words may the supine be used? 16

7. (a) Distinguish between *vereor ne veniat* and *vereor ut veniat*.

(b) *Num putas* and *nonne putas*? 10

8. Explain the construction of:—

(a) *His rebus cognitis, hostes adorti sunt.*

(b) *Quis tibi hoc dixit.*

(c) *Dixit patrem suum et matrem mortuos esse.* 15

TUESDAY AFTERNOON, JUNE 13th, from 2 to 4.

ALGEBRA (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) What is Algebra?

(b) What symbols are employed to denote numbers, in addition to those of arithmetic? 10

2. By what would you multiply $x^3 + x^2y + xy^2 + y^3$ to give $x^4 - y^4$.

3. (a) If a^2 . $a^3 = a.a.a$, express this product by means of one letter and one figure.

(b) In $4x^8.5x^9$, point out the coefficients, and the exponents. State what is done with each when we write down the product. 10

4. A train is running with a velocity of x feet per second: how many miles will it travel in y hours? 15

5. Resolve into factors:—

(a) $x^6 - 1$.

(b) $7x^2 - 48x - 7$.

(c) $(a - 2x)^2 - b^2$.

(d) $x^2 + 12xy + 36y^2$.

(e) $x^2 - 6x - 247$. 15

6. Find three consecutive numbers whose sum shall equal 84. 10

7. In an examination A has $x+y$ marks, B has $2x-3y$, and C. has twice as many as A ; how many marks have A, B, and C together ? 10

8. Solve the equation :

$$\frac{23}{x+4} - \frac{x+5}{3} + \frac{3x}{11} = 0 \quad 10$$

9. Simplify by removing brackets :—

$$3b - \{5a - [6a + 2(10a - b)]\} \quad 10$$

THURSDAY MORNING, JUNE 15th, from 9 to 11.

ENGLISH (GRADE I. ACADEMY.)

• All the questions are to be answered.

1. (a) Who wrote the " Vicar of Wakefield " ?
 (b) Who is the hero of this production ?
 (c) What does he do to be worthy of the name of hero ? 8

2. " As a book, the Vicar of Wakefield has faults enough." Mention some of these faults. 8

3. Name the principal characters of the story and give a short description of any one of them. 10

4. Give the meaning and derivation of:—*Nabob, fruition, cordials, palliation, guitar, salary, ace, gauze, prolocutor, shagreen.* 20

5. When, where and by whom were these expressions used ?

- (a) " I'll warrant we will never see him sell his hen on a rainy day."
 (b) " I can't say that I know much good of you."
 (c) " Your fortune, I am sorry to inform you, is almost nothing."
 (d) " We want no coach to carry us now." 16

6. In speaking of his children the Vicar says;—"A family likeness prevailed through all—they had but one

character—that of being all equally *generous, credulous, simple and inoffensive.*” Mention instances found in the book which serve to illustrate the truth of this statement. 16

7. Write the following passage correctly with special attention to the capitals and punctuation :

Dear mother cried the boy why wont you listen to reason I had them at a dead bargain or I should not have bought them the silver rims will sell for double the money a fig for the silver rims what cried my wife not silver the rims not silver no cried I no more silver than your saucepan. 10

8. Write a short story based on the following stanzas :

“ O Mary, go and call the cattle home,
And call the cattle home,
And call the cattle home,
Across the sands o’ Dee ;
The western wind was wild and dank wi’ foam
And all alone went she.”

“ The creeping tide came up along the sand,
And o’er and o’er the sand,
And round and round the sand,
As far as eye could see ;
The blinding mist came down and hid the land—
And never home came she.”

FRIDAY MORNING, JUNE 16th, from 9 to 11.

GEOMETRY (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) Give Euclid’s definition of *a line, straight line, plane angle, plane rectilineal angle, surface, plane surface.*

(b) Write down the postulates. State the meaning of the word *axiom.* 15

2. The angles at the base of an isosceles triangle are equal to one another ; and if the equal sides be produced, the angles on the other side of the base shall be equal to one another. 25

3. To bisect a given finite straight line, that is to divide it into two equal parts. 15
4. Show that the straight line which bisects the vertical angle of an isosceles triangle, also bisects the base. 20
5. (a) Distinguish between a *problem* and a *theorem*.
(b) When are two figures said to be *identically equal*? 10
6. At a given point in a given straight line, to make an angle equal to a given rectilineal angle. 15

FRIDAY AFTERNOON, JUNE 16th, from 2 to 4.

PHYSICS (GRADE I. ACADEMY.)

All the questions are to be answered.

1. What is meant by the Imperial Standard Yard? Name the parts into which it is divided. 10
2. (a) What is meant by the density of a substance?
(b) Name several things with a high density and several things with a low density.
(c) The density of what substance is taken as the standard? 10
3. (a) What is meant by the Principle of Archimedes?
(b) A piece of iron sinks in water while a cork floats. What is the reason of this? 10
4. Why does the height of the mercury in a barometer change
(a) From day to day?
(b) When the instrument is taken up a mountain or down a mine? 10
5. What is a thermometer, and what is it used to measure? 10
6. Explain the terms:—Soluble, insoluble, filtration, lactometer, evaporation, liquefaction, vaporization, solids. 20
7. What kind of impurities cannot be got rid of by filtration? 10

8. How would you show that crystals of alum contain water? What is the water called? 10

9. Why is steam given off when crystals of soda are heated, but not when crystals of sulphur are heated? 10

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the EDUCATIONAL RECORD, Quebec, P.Q.]

At last a dictionary has been produced that will not only save the children's eyes, but prove a pleasure to consult, thus encouraging the use of a good dictionary in the classroom. Laird & Lee, of Chicago, have just issued in handy form two school editions of Webster's Modern Dictionary.

The *Intermediate School Edition*, for all intermediate school grades, contains Rules in Orthography, Foreign Phrases, Metric System, Proof-reading, and 27,000 words and definitions. Black silk cloth, side and back title in gold, special design, uniform with other school editions, 458 pages. Price 42 cents.

The *Elementary School Edition* contains 25,000 words, 416 pages. Price 30 cents.

Fifty English Classics Briefly Outlined, By Melvin Hix. Hinds, Noble & Eldrege, Publishers, 31-35 West 15th Street, New York City. Price \$1.25. The book contains a natural, simple, logical analysis of fifty masterpieces. Each analysis forms a complete, well arranged plan for teaching. The book is the result of an experience as a teacher extending over more than a score of years. The book is well printed and attractively bound in cloth and contains 288 pages.

Grammar School Arithmetic. By David Eugene Smith, Ph. D., Professor of Mathematics in Teachers' College, Columbia University, New York. 12mo. cloth, 394 pages. Illustrated. Ginn & Co., Publishers, Boston. List price 65 cents. Like the author's *Primary Arithmetic* this work follows in sequence of topics, the best of the courses of study in use by various cities and states. In general, each topic is so treated as to give the pupil a feeling of reasonable mastery, together with the consciousness that it is not completely exhausted.

In the matter of methods and device the effort is made to adopt the best, always avoiding extremes. Due provision is made for that thorough and continued drill on arithmetical operations that is so necessary.

While the need for illustrations is not so great as in the primary grades, such use is made of pictures as will appeal to teachers as reasonable, and will add to the interest and value of the book for children.

GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY.

BY ALBERT PERRY BRIGHAM, *Professor of Geology in Colgate University.*
12mo. Cloth. 366 pages. List price, \$1.25 ; mailing price, \$1.40.

In this new book Professor Brigham has presented vividly and clearly those physiographic features of America which have been important in guiding the unfolding of our industrial and national life. The arrangement is mainly geographical. Among the themes receiving special treatment are : The Eastern Gateway of the United States, the Appalachian Barrier, the Great Lakes and American Commerce, the Civil War, and Mines and Mountain Life. Closing chapters deal with the unity and diversity of American life, and with physiography as affecting American destiny.

The book will be found particularly interesting and valuable to students and teachers of geography and history, but it will also appeal to the general reader. The very large number of rare and attractive photographs and the numerous maps are of importance in vivifying and explaining the text.—Ginn & Company, Publishers.

Another volume has been added to *The Youth's Companion Series of New Supplementary Readers*—entitled :

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Primary Readers containing a complete course in phonics. By Katherine E. Sloan. The MacMillan Co., New York. Morang & Co., Toronto, sole agents in Canada

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JOHN PARKER, Editor.
G. W. PARMELEE, Managing Editor.

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PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1905.

VOL. XXV.

Articles : Original and Selected.

TWO DAYS IN OUR PRIMARY GRADES.

By Miss Frances Hibbard, B. Sc., Teachers' College, Columbia
University, New York City.

The teacher who anticipates visiting for the purpose of observation in schools and grades other than her own will outline for herself what she is to look for. That is, she will observe the subject matter presented, the method the class teacher will pursue in presenting this or that subject, she will observe the results in so far as she can that this particular method seems to attain. She will take into consideration the age and grading of the children, their general physical appearance, the room they are in as to whether it is lighted properly, also heated and ventilated hygienically. Above all she will become conscious of what teachers often speak of, the "atmosphere" of the room, meaning thereby whether the children are in harmony with the general purpose of the school, do they enjoy using their faculties in striving to attain some result that when within their grasp seems immediately to lead and broaden into something still further and still more difficult to reach? Do they, in short, enjoy climbing the hills, and does the view from the hills fill them with a desire to behold the broader, the deeper and more extensive view obtained from the mountain top?

It is well before entering a class-room as a critic or observer of methods to select some point from which to work out our criticism or observation. To-day I would suggest that we take the whole idea of the school—of life—education—and let us see what we are doing in our Primary Grades to further and foster this idea in the children under our charge. The ideal of education presumably being that the individual be awakened to a consciousness of the possibilities within him, that he be helped to realize these possibilities through the agencies offered him by the contributions of past ages and the mighty growth of the present, and that he be led to feel the responsibility resting upon him as an individual member of a social whole to contribute his share towards the needs and requirements of the world of society. With these and like thoughts in our minds we will enter a class-room in the first grade of the Primary School.

By getting in a few minutes in advance of the children we have an opportunity of speaking to the teacher, of observing the room and the arrival of the children. We find the room quite correct in lighting, the desks are placed so that the light falls obliquely over the left shoulders of the little workers and are not fastened to the floor, but can be moved to one side of the room when game time arrives, there is a sand-table, low blackboards, and chairs for visitors. There are plants, flowers and various Nature Study specimens in the room. On the teacher's desk we find a small library—Mother Goose Nursery Rhymes, Lullaby Land, by Eugene Field; Child's Garden of Verse, by Stevenson; Beatrix Potter's series of Tales, Adams' Myths and Legends, Lear's Nonsense Book, and well illustrated Nature Study books. On the walls are pictures, partly displaying mature selection and partly simple childish choice.

When the children arrive it is noticeable that individual greetings are exchanged between the children and their teacher, and in some instances short conversations; there is a pleasant family order, while the little ones are arranging themselves, greeting each other and looking about the room generally. Presently quiet prevails in the room by some sign given by the teacher; perhaps because she sat down and told one child she would hear about that

at recess, every child seems to feel it is time for school, and soon a long line, for there are thirty-five children in the room, is formed at the door, all march out and into the large assembly room of the school, where we find seated all the elementary school children. The usual programme of opening exercises follows, prayer, a short reading from the Bible and hymns. At 9.15 all are back in the class-room and ready.

Division A is asked to come forward to the little chairs in front of the room near the blackboard with their readers; we look with interest at the large loose exercise book covers the children bring up, and when they open them we find loose sheets of paper on which are printed short sentences in large clear type, typewritten first and then hectograph copies taken, apparently the teacher preferring to select her own reading material for these little beginners. They are told to study some words that have been carefully written on the blackboard, while the teacher turns her attention to the B division. These little ones are in the process of making dictionaries and take out from their desks little books made by themselves of red cartrage paper, 8 by 12 inches, folded in half for covers, plain white paper for leaves, and the whole sewed together with a red piece of twine. On the first page we find at the top a large A cut out and pasted in by the children, and underneath are words beginning with A, alphabetically arranged, words presumably belonging to the children's enlarging vocabulary and written by the children, definitions of the words are attempted, and in some cases these are illustrated. Once started the children work on alone, and the teacher turns her attention to the little students in the front of the room.

Words on the blackboard are gone over, the teacher asking the children to pronounce them, this they do by the phonetic system; if the word is strange to them they are asked to sound it, its letters and phonograms, and so get it for themselves, though if much hesitation arises they are simply told the word either by their fellows or by the teacher herself. Ten words are written on the blackboard, four of which are new to the class in their reading, one being probably an addition to their vocabulary, and quite new to most of them and requiring a slight explanation that consists chiefly in illustrating its use.

Then the children are each handed a new sheet of paper to add to their reading book. On this sheet are printed sentences containing the words just drilled on. After a short silent study the children are called upon to read these sentences aloud in turn. A simple story was thus presented and evidently related to the story of the previous day to judge from the interest shewed by the children. The teacher, for lack of ready and suitable material, had evidently prepared a simple story of a little boy as reading material for these little ones. Her basis of selection had evidently been from the view point of the child. Words denoting action were plentiful, as, throw, run, play, come, nouns distinctly belonging to the child's vocabulary and descriptive adjectives familiar to the child's experience.

At 9.30 division A went back to their desks, and B came forward for reading. The children in division A took out dictionaries and pasted in the words that had been newly acquired in their reading lesson with their own definitions or short sentences denoting the meaning opposite. When division B was seated the teacher, standing facing them, asked them to be very much awake and try hard not to fail in the rapid sight drill she was about to give them. Holding in her hand several cardboards, 6 x 4, on one side of which were written words such as is, on, can, play, the, etc., she called upon different children to tell the word which she turned quickly towards them, quick response was expected or the chance was lost. After five minutes of this drill the children were asked to read short simple sentences written on the board containing these words, new words were taught as in the case of the first division. As a short reading lesson printed slips of paper were given out from which the children read aloud. Pictures were used throughout the lesson illustrating the sentences.

A writing lesson followed, fifteen minutes being given to the entire period. First large sheets of manilla paper were given out with large soft black crayons. On the papers were written various copies, in most cases letters, occasionally words; this had been done by the teacher and had been prepared with reference to the individual difficulties of her class. Before settling down to comfortable positions for writing the children were given various arm, wrist and hand exercises by the teacher. Some children

did not sit at their desks for the lesson, but were sent to the blackboard.

At 10.15 a halt in the morning's work came and the children changed their shoes, putting on little gymnasium shoes, and going into the large gymnasium for marching exercises and games with the Kindergarten children to-day.

At 10.45 the little ones return and settle down to a manual training lesson, which involves a number lesson; for the first ten minutes they have a little talk about what they are going to do. In the corner of the room is a large doll's house which is being gradually furnished by the children; need for rugs has arisen and the children to-day are planning little looms on which to weave these rugs out of raphia. Materials are given out, pieces of white wood which they measure into lengths of 12" and 6"; each child measuring two lengths of 12" and two of 6" with their rulers. Among the older and stronger children a few are selected to saw the measured lengths, then these are taken and the 12" pieces laid side by side 3" apart, the 6" pieces are laid $\frac{1}{2}$ " from each end, hammers and nails are produced and more measuring takes place, for it is necessary to know just where to place the nails that the four pieces may be hammered together in the strongest possible way. It now only remains to hammer in nails $\frac{1}{4}$ " apart on the cross pieces, to which to attach the raphia which is to form the woof. A horizontal line is drawn across the middle of the two cross pieces and dots placed $\frac{1}{4}$ " apart to denote the places for the nails. But much of this work cannot be done in one day, but the visitor will have learned what is to take place, for this work has not been done by dictation. Much was developed in the talk previous to the work, but more detail as the children progressed, they met the difficulties themselves and suggested ways of solving the various problems as they arose. Various plans for looms were talked over and plans were drawn by a few of the children on the board. There was no hurry, but each child was required to do some thinking over the work in hand. The thinking may be said to have followed this course somewhat. The children wanted mats for their big doll's house, the question arose how to make these mats, various suggestions had followed and even some

experiments until under the teachers' guidance the plan pursued on this day had been decided upon, though in some cases children were weaving brightly colored strips of cloth together, the pieces being brought from their own homes. On these cases the teacher was aiding in combining the colors.

At 11.20 tidying up time came, monitors were appointed to gather up the looms and work and put them away in the schoolroom cupboard, each child having first written his or her name on a cardboard tag fastened to their work and made previously by themselves for this purpose. Those who remained at their seats were responsible for the condition of tidiness that prevailed about them. Again there was no hurry but distinct thoroughness, earnestness, and that essential element, pleasure, in the performing of this, perhaps, important task.

At 11.30 all were again quietly seated and ready for lunch time. Mugs and paper table napkins were passed about among the children by monitors, lunches were taken from the baskets, biscuits or crackers, while the teacher went about filling the mugs with milk. When all were served the children folded their hands and with their teacher sang a short thanksgiving. Then came eating and conversation, so in a homelike and perfectly delightful way the ten minutes lunch time passed. Then crumbs were folded in the paper napkins, which by the way were made by the children themselves in their first cutting lessons, and the monitors went about gathering them into waste paper baskets and placing the mugs on a tray to be washed later by certain of the children.

It was now 11.45 and just time for the children to dramatize a story—The Three Bears. To begin this they read a few sentences from the board about the story, with which they are quite familiar, it being the story for the month. They dramatize the story entirely after their own fashion, and the earnestness displayed by the children over the choosing of each for the parts was no doubt due to the spirit in which the story had originally been presented by their teacher, which responded to the "instinctive, impulsive attitude" of her charges.

Then the day's programme is over and the children line up, a Good-by song is sung. The visitor has now time to

think over the morning and her ideal of education, and how far it has been worked out this morning with these little members of society. First, then, in regard to the reading lesson, how far had it helped the children to read, that ostensibly being the aim of the lesson? First considering what that aim contains—a recognition of words as they appear on the printed page together with an apprehensiveness of the meaning of that word alone and in its relation to the other words on the page—so far it would seem the teacher had succeeded, but the lesson carried with it something else which lightened the labour of the exercise and gave an element of pleasure and of interest. This was due to the actual material selected and the teacher's manner of presenting and carrying on the reading lesson. Her absorption in the actual task at hand—teaching the children to read—was not so great that she lost sympathy with, and did not give sufficient opportunity to, the literary culture side of the lesson. If reading is educative at all it is only so when it expresses for us the things we are able, through experience, to appreciate, and appreciation is subject to change while experience grows. The subject matter simply expressed the things each little child could respond to through his own experience. The idea surely, one will say, of the old readers. Yes, and No. The child's experience responded, but a child is not monotonous in his tastes, and we all know how clogged with monotony the old, and alas! many of the new readers, have been. We must have repetition, but with variation. The subject-matter to bear up interest must be subtly suggestive, and learning to read must not develop into monotonous drill, for the simple reason that it then ceases to be educative. Drill there must be of a certain kind, and that was evidently recognized by the presentation of the new, words written alone on the blackboard, and yet there the children were made as far as possible to "think out" the new words with the aid of their phonetic key—this in the case of A division. With the B division interest and memory were most largely appealed to, the psychological difficulty being recognized in trying to plunge these younger children into the using of mental powers not yet under their control, phonics to them being largely a play lesson as yet—a simple recognition of sounds with occasionally a

"picture of a sound" on the blackboard in regular phonic and phonogram drill. There was in evidence among the little readers generally a spirit of wishing to get on, to improve, and it was evident that their teacher felt it more necessary to keep alive this feeling than to attain results.

To turn to the busy work that occupied the children, the making of dictionaries; the children clearly had to be at work they could manage themselves while their teacher gave undivided attention to the A division. This work was educational, because in the first place the children were making something which is always delightful to the wee ones, that something had required a certain mathematical correctness in its first periods of construction, it had to be measured, cut and folded into correct size and shape, then it was to be of use and would form an interesting introduction to a very useful and not enough used book, or the vocabulary of the average person of to-day would not be as limited as it is. It was one method of making conscious the process of acquiring a vocabulary. Thinking over the words met in their reading lesson was necessary and the meanings of those words.

If each day the seat work given to the children could be thought out carefully as an important factor educatively and not as a means of filling up time, we would then be doing greater justice to our classes. There are numerous things that can be done, and yet a choice must be made among those things. First they must bear on the day or weekly topic, next they must be simple enough for the children to be able to get on alone, it may be, and yet difficult enough to require thinking and care on the part of the workers. It is indeed most urgent that a supplementary teacher be present to help out these busy seat work moments, but where that cannot be done the teacher responsible must feel that those moments spent by the children alone at their desks are all important and plan the work according to the ability of her class and never neglect to look over each child's work. That this takes too much time is often the cry we make, but what is a just estimate of time? We ask the children to put fifteen or twenty minutes into the earnest hard work which we proceed to show them is valueless when we ask them to hurriedly put it away without vouchsafing a glance, or at best not

more than a cursory glance, at the results of their efforts. It is of very little use to look it over afterwards with these very little children—they will have forgotten—the correction or approval will not come at the psychological moment.

Then we turn our thoughts towards the writing lesson. The use of large sheets of manilla paper, unlined, was right, together with the use of crayons. Our study of School Hygiene and Psychology will have taught us that this is certainly the most advisable method we can at present use for the beginnings of writing lessons. The manilla paper does not dazzle the eyes, the crayons are large and soft enough to respond easily to the clumsy grasp of the undeveloped little hands. The abolishment of lines tends to do away with the centering of the attention on a minor and, at this stage, non-essential, nay impossible, point in the art of writing. The period is short enough, so that no danger is incurred of injuring the eyes or overtaxing the nerve centres. The frequent use of the black-board in the beginnings of the writing lessons, and even continuing its use, was good, requiring as it did the large free arm movements perfectly possible to the children, and leading towards the training and development of the smaller, finer muscles and nerve centres of the forearm, wrist, hand and fingers.

The play period, taking the children as it did out of the room, made it possible for the class-room to be thoroughly aired in their absence, and it gave the children a change in environment wholesome and natural. It is true gymnasiums do not exist in every school, nor is it always possible to bring the kindergarten and first grade children together, but as the value of play is so clearly recognized and felt, surely one room can be reserved in every school-building for circle games and freedom times for the little ones. If not, then the primary teacher must strive for tables and chairs or moveable desks that can be placed at one side of the room while the children indulge in a romp, as well as organized plays and games, gymnastic drills and marches.

It is well occasionally to take this period for an outdoor excursion time, when instead of a Manual Training lesson on returning a Nature Study talk will take place, for the term Nature Knowledge must not be limited to a study of

plants and animals, the occupations will provide equal opportunity for study; as Mr. Findlay says: "We must embrace under this head every sort of knowledge which is gained by sense-observation."

The manual training period comes next in point of criticism. First, let us look to the motive that underlies the placing of this period in the school curriculum. Is it educational, does it incorporate the educational ideal we set out with? The answer comes readily enough from those of us familiar with Froebelian principles. Manual training affords an opportunity for self-expression in material forms, and that which helps the individual to express himself, his thoughts and feelings, educates, leads to better, fuller expression and reacts upon character, making him more useful, more responsible to society. Manual training tends to bridge over the gulf between the pursuits of home and the pursuits of school. The atmosphere of school life in not containing in its curriculum what Mr. Findlay calls the "Arts of Representation" tends to alienate children from sympathy with manual toil. In the case of children from wealthier homes it is all the more necessary that the school introduce these children to a degree of knowledge concerning practical, useful work the end of which is obviously towards the benefit of himself and his fellows.

The great value of the luncheon period lay in the fact that the children actually needed the nourishment, and then too of what inestimable value it was to those children to carry into their school life a daily home feature, the family meal! Manners, thoughtfulness and refinement were inculcated and appreciated, to take fruit in later days. It is but necessary to move within the circles of the larger half of our population, city or country, and we realize how much our educational institutions have left undone. True, abstract lessons have been given in hygienic principles regarding cleanliness, etc., but far more can be accomplished for the inner life of society by trying to form in early childhood the habits named above.

The dramatization of the story of the "Three Bears" was a valuable method of leading the children towards real joy in reading a story, - it being simply a means of self-expression and participation. Those who have attempt-

ed it will testify that at first it is uphill work, but when persisted in with patience for the sake of individually developing interest and not for "good acting" it has proved of great value.

A visit to Grade II., Primary, in the same school reveals the same attention to hygienic conditions. The general impression of the before named "atmosphere" is good. Our standpoint for criticism will be largely the same with special emphasis laid on the method of change in the work from the first to the second year and the reason for these changes educationally.

A Nature Study lesson is under way as we enter, in which the whole class of children is engaged. It has followed immediately upon the opening exercises which this morning took place in the class-room. Each child is supplied with flowering weeds gathered by themselves. They are familiar with the common names, having learned them in the kindergarten and previous grades. The children this morning are giving information regarding the flowers they have found. One boy holds up a large stalky bit of chicory and explains the locality in which he found it. There are many specimens of chicory brought by other members of the class and the description given is listened to with interest. The question of where chicory likes to grow becomes a central topic and is discussed by the children. Statements are made by some of the children and verified by others. The teacher throughout by carefully put questions directs the pupils' attention to the main things to be observed in deciding the point at issue. Children who have brought asters, silver rod, golden rod, milkwood, etc., are not ignored, but bring forward their specimens and comparisons as to the localities chosen by these plants sets in. As the discussion progresses it is noticeable that the main question is held to, "Where are we most likely to find chicory?" A generalization is finally made by the children as an answer, though it is evident all are bent on further study. After more investigation in outdoor work they decide to look the matter up in their Nature Study books on the teacher's desk. Monitors then gather up the materials. Division A is called forward for reading and the same method is pursued here as in Grade I., only phonetic drill is emphasized and the

children are able and are expected to do much more independent work. Division B meanwhile is busy at arithmetical problems. They are planning flower boxes, the measurements for each box have been clearly written on the blackboard by the teacher, and with pencils, and rulers the children are measuring on pieces of white wood bottom pieces, side and end pieces for their boxes. After this has been done they are to copy the measurements from the board to keep for future reference.

To return to Division A,—these children are reading the story of "Hiawatha," simplified into a story in prose with here and there bits of the real poem. After the word drill has been completed the children turn to these readers. One child is asked to tell something of what has been already gone over and through pertinent questions from the teacher, the thread of the story is evolved, and the interest of the little readers is focussed on what is to be developed through to-day's reading. Then follows silent reading for a few minutes, after which the children are called upon to read aloud in turn. The reading aloud is accomplished with a fair amount of ease and a good deal of expression.

Division A, after this period of thirty minutes is over, return to their desks, and B is called forward. This division, while apparently capable of the same amount of sustained interest and attention, is composed of those children who seem, for reasons partly physical, to find reading a difficult matter. As in the case of the first grade they are given a rapid word drill from cards held by the teacher. Then they are asked to give sentences containing the word just recognized and, in cases where the children are given sentences simple enough, the teacher, turning to the blackboard, says, "Let us write John's sentence on the board and he will read it for us." Most of the period is taken up in this kind of drill, and very little reading from the readers is, as yet, asked for from Division B,—though in the main they are following the Hiawatha story with Division A.

After this period comes game time in the gymnasium. Brief, vigorous exercises under dictation preceded games and contests.

After a thirty-minute period of exercises and recreation the class returned to their room. A mental arithmetic les-

son followed, and the problems given involved only those that lay naturally within the children's experience, and aided them towards an appreciation of the mathematical processes and the benefit of quickly solving the problems as presented. The teacher presenting problems herself and then calling on some of the children to give problems to the class. During these exercises the blackboard was occasionally of use to help those who had not followed and had not been correct in their answers. This abstract drill was followed by a short written numerical exercise. Though promptness in answering was expected it was not sacrificed to clear reasoning on the part of the children.

This lasted for twenty-five minutes, and then came five minutes of liberty from doing and thinking in school sense; after this rest the children took out their writing books and a writing lesson of fifteen minutes period was carried on, including the getting ready and putting away of materials. The children used pencils and unlined paper. The copy was set on a separate slip of paper, and so could be readily moved into convenient position by the pupils.

Luncheon period followed and was characterized by the same spirit and pleasantness as was observed in Grade I. The period immediately following, fifteen minutes in length, was given to reading from supplementary readers, divisions A and B joining in this together. All the children were not called on to read aloud, but a short story was read through.

The children then took out their manual training work. The making of their flower boxes followed; saws, hammers and brads were given out as materials to work with. This period closed the morning at 12.15.

When the children return in the afternoon at 1.15 they are occupied for an hour and a half. Preparation of next day's reading lesson comes first with a view to conquer the new and difficult words. In a few cases the teacher was called upon to help some child. In an instance of that sort the difficulty was worked out by the teacher and pupil alone, and then the other children were asked if they had experienced difficulty; if so, the word was put on the blackboard and studied by all.

Then followed a fifteen minute lesson in painting the

chicory or other flowers brought in the morning. A singing lesson of a slightly analytic type occupied the next fifteen minutes, while the last fifteen minutes was devoted to-day to talking over the story read in the morning. This closed the school day for Grade II.

To criticise the work of this grade we must turn back to our standpoint, which was to be largely the same as we held in Grade I, with emphasis laid on the change in work and the reasons for this change from an educational point of view. To begin with the Nature Study lesson, which was under way when we entered the room—we found the children studying specimens of wild flowers they had themselves collected. Just what they were studying concerned their powers of observation. powers not scattered over numerous facts or details of facts, but centred round one selected by themselves as important, the simple scientific fact of the locality chosen by the chicory plant. From the simple naming of flowers accomplished in the kindergarten and first grade, where the family, the home idea is strongest, we find the children in the second grade taking a step in detachment from this idea of the family as a centre of interest and broadening into interest concerning their local environment and applying this. The environment of the plants become of interest and with guidance can be made of scientific significations. Whereas the children formerly were only capable of a sort of butterfly attention to the gay flowers, they are now capable of a more sustained interest, and the best method was pursued of feeding that interest by allowing the children to feel, study and reason the problem out themselves, under guidance.

In the reading lesson the same development in the children was noted and provided for. Instead of the simple little family stories found in Grade I., where the Ego predominated, the children are now interested in a continued story having to do with an individuality apart from their own, and yet of the keenest interest to them, due, no doubt, to the fact that the story of this primitive Indian life is not so remote from their present interests as to be unreal. The story has distinct cultural value and will awaken a deeper interest in literature. Phonics are now of use to the children, and they are expected to use their knowledge of phonics and phonograms in pronouncing

new words. The very necessary art of spelling is not ignored, the children are expected to be able to spell the new words placed on the blackboard at the beginning of the reading lesson and to show they understand the meaning by giving a short sentence containing the word spelt.

The seat work given the divisions A and B correlated with the rest of the work in the truest sense of correlation, that is, it fitted in with the educational aim of the curriculum. Self-activity being the striking feature in child-life, it was here appealed to, and the children were led to a repetition of work given in Grade I. in a more difficult form.

The games and contests that followed took into account not only the fact that the children needed simple, physical exercise after the mental strain of the previous periods, but also that they are now mentally and physically in a further stage of development, in other words, they consciously desire to achieve, accomplish something to play as well as in work, hence the regular gymnastic drill, march and games of contest.

Then the mental arithmetic lesson reckoned with the never to be forgotten truth that a certain amount of drill in numbers is necessary if we would prepare the children for the social conditions they are facing. But a valuable and sensible feature of the problems given by the teacher was that they contained situations in every day life, and they were of a continued type of problem. To quote some of the problems given will illustrate this. Johnnie was given 25cts. by his mother as he started for school; he spent five cents for carfare, how much has he left? He bought a pencil that cost 2 cts., and a pen that cost 3 cts., how much did he spend? How much has he left? At lunch time he bought 2 peaches at 5 cts. each, how much did they both cost? How much has he left? These mental arithmetic problems need not necessarily deal with money to be practical, but they should all be rational and not haphazard, flinging the children's attention from one thing to another. *We* may be interested in the result and skip the thought, but to this the children rightly object, hence the many ridiculous answers to the many ridiculous problems given.

The writing lesson also was practical and tended to satisfy society's demands. The sliding copy was surely an

advantage in that the ideal did not recede from view to be forgotten or carelessly ignored at the bottom of the page, but could be picked up and studied and placed close above each fresh line. Whereas in the first grade we found simply blackboard writing or writing with crayons on large sheets of paper, we find in Grade II. a definite copy and a definite attempt made towards regularity and precision.

For the luncheon period I have already made a plea; also with regard to the manual training work; progress in the latter meaning greater skill and facility in handling materials, as well as more originality and self-reliance.

The importance of supplementary readers may well be considered. We teachers who realize the value, nay the necessity, of having at hand a few good sets of supplementary readers, as well as story books of accepted literary value, must press home this fact in consultations with our school boards. In doing this we ought to be prepared to state the books we think are good, our reasons and also the publishers' names and prices. This we can only do by going over the various readers and deciding for ourselves if they are what we desire for our children and, if so, why. The idea that the same grades in the various schools, city or country, east or west ends of cities, must all be at work on the same readers is most pernicious in that it entirely overlooks the first subject under consideration, the children themselves. As stated before, if reading is educative at all, it is only so when it responds to our inner experience, when it expresses for us the things we are able to appreciate.

The afternoon session gave time to the teacher to get at the children in a more individual way, and to find out their difficulties, and above all to be able to help form right habits of studying at the very first. The importance of this is now awakening proper interest in educational circles.

The singing was conducted with attention to the various notes and grades in sound. The painting, while free as regards colour, paid attention to artistic spacing, the foundation for this having been laid in the design work accomplished in the kindergarten and first grade. The talk on the morning story was to form a preface to the

dramatization of the story, illustrating it or writing about it in the beginnings of composition on other days.

If then the work we see being done in the Primary Grades is to justify itself, it can only do so when it is founded in whole and in detail on broad basic principles of education. The teacher who grasps this truth can never go far wrong, nor be led astray by the much criticised fads and fancies.

REPORT OF THE INSPECTOR OF SUPERIOR SCHOOLS.

Quebec, Sept. 20th, 1905.

TO THE REVEREND DR. SHAW,
Chairman of the Protestant Committee.

REVEREND AND DEAR SIR:—

I have the honor to submit to you and the members of the Protestant Committee my annual report on the inspection of the Protestant superior schools of the Province of Quebec for the scholastic year of 1904-05.

INSPECTION.

All of the Protestant superior schools under your jurisdiction, except those on the Gaspé coast, were visited and inspected by me. Two days were devoted to the larger academies; in each of the smaller academies and the model schools one day was spent in the work of inspection.

REPORTS.

An interim report, showing the condition of each school, was forwarded to you after the inspection. School Boards that were not complying with the regulations were immediately notified to that effect. Copies of these letters were submitted to you in case you deemed further action necessary.

EXAMINATIONS.

The examinations were conducted at the time specified. The staff of examiners performed their duty faithfully and well. A synopsis of the observations made on the work by the assistant examiners is submitted herewith.

RETURNS.

On the 8th day of July, pupils who passed successfully in Grades I. and II. Academy were notified of the result, in order that any who desired to make application for admission to the Normal School might do so before the 15th of July. The certificates of promotion and the schedules were forwarded to the Secretary-Treasurers on the 18th day of July. In addition thereto, each school board received a letter from your Inspector calling the attention of the board to the strong and the weak points in the school as shown by the examination. Copies of these letters are submitted with this report.

RESULTS.

In the Academies 1,244 pupils were presented for examination; of this number 793 passed, 451 failed. In Grade II. Model, 50 per cent of the pupils passed; Grade III. 62 per cent; Grade I. Academy, 64 per cent; Grade II. Academy, 91 per cent; and in Grade III. Academy, 60 per cent passed. In the Model Schools 860 pupils were presented for examination; 497 passed and 363 failed. In Grade I. Model, 57 per cent passed; II. Model, 50 per cent passed; III. Model, 55 per cent passed; I. Academy, 72 per cent; and in II. Academy, 73 per cent passed. The most failures are to be found in Grade II. Model. Arithmetic and history are the weak subjects.

In 34 Model Schools Grade I. Academy was taught, and 12 Model Schools took up the work of Grade II. Academy.

EQUIPMENT GRANT.

Last year your Committee voted the sum of \$1,029.00 to be devoted to the purchasing of equipment for the superior schools. Vouchers are submitted herewith, showing that the sum of \$3,604.00 was expended in the purchase of equipment during the past year.

On August 2nd, each school board received a statement showing the marks taken by their school in the competition for the equipment grant.

The following summary, taken from the interim re-

ports, shows the number of schools that have taken full marks under the following heads :—

	Academies.	Model Schools.
(a) Sufficiency of Staff	3	23
(b) Buildings	13	11
(c) Salaries	9	0
(d) Furniture and Apparatus	11	10
(e) School Grounds	8	2
(f) Specimens	8	4

In the above classification, you will observe that in the list of Academies the lowest figure is opposite to "Sufficiency of Staff," and in the Model Schools it is opposite to "Salaries."

SPECIMENS.

All of the superior schools except Hemmingford Model School, sent specimen work in accordance with Regulation 81. These specimens, which were marked according to merit, will be submitted at the September meeting of your Committee.

TABULAR STATEMENTS.

On August 2nd, the Head Teacher of each superior school and the Secretary-Treasurer of the school board received the annual Tabular Statement in connection with the June Examinations for the year 1904-05. Copies of this statement are submitted, herewith, for your consideration.

All of which is respectfully submitted.

I have the honor to be,

Dear Sir,

Your obedient servant,

JOHN PARKER.

SUMMARY OF THE REPORT OF THE ASSISTANT EXAMINERS ON THE JUNE EXAMINATIONS, 1905.

DICTATION.

GRADE I. ACADEMY:—This subject shows a marked improvement throughout the grade. The writing of the pupils and their papers were neater than those of previous years.

III. MODEL.—The results in Dictation and Spelling in this grade were not as satisfactory as in the preceding grade. The extract selected for Dictation and the list of words which were chosen from the prescribed Course of Study, were not difficult enough to account for the large percentage of failures.

II. MODEL.—Dictation and Spelling were well written in this grade, there being comparatively few failures. A marked improvement in writing is also evident.

I. MODEL.—The general character of the work was satisfactory.

ENGLISH GRAMMAR.

In a few schools the work was positively bad—with these exceptions, the answers given were concise, neatly and correctly written. The marks taken by the pupils of Grade I. Academy were not as high as the marks taken by the lower grades.

ENGLISH.

In this subject, satisfactory work was done by the pupils of all grades.

MENSURATION.

The papers were very satisfactory, showing that the subject has been well taught.

ARITHMETIC.

I. ACADEMY.—The answers in this grade were below the average, and although, in the opinion of the examiner, the paper was easy, few schools obtained a high average of marks.

III. MODEL.—The work done by this grade was fair. In three academies and in six model schools the work was very deficient.

II. MODEL.—The examination in this grade was very unsatisfactory, four academies and nine model schools being classed by the examiner as very bad.

I. MODEL.—The papers were very satisfactory. There were but few failures.

MENTAL AND RAPID ARITHMETIC.

Very few pupils obtained high marks in mental arithmetic; most pupils did better in rapid arithmetic. Possibly the papers in grades II. and III. Model were a little too difficult for the age of the pupils, as very few took high marks in this subject.

HISTORY.

Good papers were presented by the pupils of Grade II. Academy. In Grade I. Academy, there is a larger percentage of failures, still the results are much better than those obtained by this grade last year.

III. MODEL.—The percentage of failures in this grade was large. Few schools succeeded in passing more than one-half the number who wrote on the examination. The examination paper was entirely within the scope, but the amount of work required appears to be too great.

II. MODEL.—In this grade the amount to be learned is evidently too great, judging from the number of failures which are fully 75 per cent. The questions which are not difficult, are based on important events and are entirely within the scope.

GEOGRAPHY.

This subject is well taught in grades I Academy and III. Model. The pupils in Grades I. and II. Model did not appear to have a definite knowledge of the location of the places asked for by the examiner. The maps were badly drawn, and the definitions were not correct.

ALGEBRA.

Generally speaking the work was fairly well done in this subject.

PHYSICS.

The pupils of grades I. and II. Academy have a good knowledge of this subject. There were but few failures.

BOTANY.

The answers on the whole were badly done. The text book is too difficult. It would take a specialist in the subject to interpret the majority of the chapters to the pupils.

CHEMISTRY.

The questions were clear, simple, and based upon the text. The answers good, and there were no failures.

GEOMETRY.

The answering in this subject was good. 69 per cent of the pupils presented passed the examination successfully. Many of the schools apparently give little or no attention to "Deductions" and the "Definitions" are not properly known.

LATIN AND GREEK.

Many of the pupils depended too much on a translation, and neither the grammatical constructions nor the idioms had been properly grasped. In many instances, the words given in the vocabulary had not been memorized, consequently there were to be found many dashes to take the place of Latin words. However, many of the schools did excellent work.

FRENCH.

II. ACADEMY.—In this grade the pupils did excellent work. The number of failures, except in some individual schools, was very small.

I. ACADEMY.—The examination paper was an excellent test, neither too long nor too difficult, and covering the year's work. The pupils' work was satisfactory, showing comparatively few failures. The general character of the answering in this grade as in the previous one shows a very decided improvement over that of two or three years ago.

III. MODEL.—The work of the pupils in this grade was not as generally satisfactory as in the previous grades.

II. MODEL.—The questions were clear, definite, and concise. Except in the case of a few schools which made a complete failure (evidently defective teaching) the work was well done as to knowledge.

I. MODEL.—Generally speaking, the answering was good and the paper does not appear to have been too difficult.

NATURAL METHOD:—Many of the schools did splendid work in this subject.

DETAILED REPORT OF JUNE EXAMINATIONS, 1905.

French (Translation Method.)

GRADE II. ACADEMY.

I. This paper, apart from its great length, was well set, covering fairly the year's work, and testing well the general knowledge of the pupil. If diminished in length by one-third, it would have been quite satisfactory.

II. The pupils' work was, on the whole, well done. The number of failures, except in some individual schools, was very small, showing that, though long, the paper was not too difficult.

III. Questions Nos. 1 A. B. and 2 A. were generally well done, 1 C. had, in some cases, evidently been memorized, but not studied for translation. 2 B. showed greater weakness, as might be expected. In No. 3 there was much diversity. While a number of schools carried out admirably the suggestions made last year as to form and arrangement, the majority made no attempt at form, and many seemed to have a very vague idea of the meaning of "parse."

IV. Pupils would do well to note carefully "Bertenshaw," page 45, for Principal Parts; page 123, for Defective Verbs; page 140, for Impersonal Verbs. Also page 107 "in the following table, etc.," to understand why the Future and Present Subjunctive are given in the table P.P. 108-121, though *not* principal parts. Again, "Give the principal parts" does *not* mean conjugate. The 1st per.

sing. alone is called for, yet many pupils wrote out in full, the Pres. Indic. and Preterite, and in some schools the Fut. and Pres. Subj. also.

In No. 5 (a), most pupils seemed to think that "*add*" was synonymous with "*prefix*"—a great mistake—*Plus* is *prefixed*, not added, to the positive to form the comparative.

V. The chief weakness of the pupils of this grade is in forming sentences to illustrate a rule, (many examples given were wide of the mark) and in answering questions (No. 7.) "Oui" or "Non Monsieur, etc.," should always be given when the sense requires it, and pronouns used to avoid repetition. The answer, which is simply a change from the interrogative to the affirmative form, is of very little value, in this grade.

GRADE I. ACADEMY.

I. This paper was admirable, neither too long nor too difficult, and covering well the year's work.

II. The pupils' work was also very satisfactory, showing comparatively few failures, except in individual schools. The general character of the answering in this grade, as in the previous one, shows a very decided improvement over that of two or three years ago. In some schools however, the results show defective teaching. In the matter of arrangement, also, there was much improvement.

III. No. 1. (a) and (b) and No. 2 were generally well done. In No. 3, the pupils failed to use "Oui (Non) Monsieur" in answering, and almost universally neglected to use the pronoun complement. In No. 4, the examples given were frequently not illustrative of the rule.

IV. There was no one weakness common to a large number of schools, but pupils in all schools would do well to be more careful to say *exactly* what they mean. For example:—

No. 5 (a) The past participle agrees in No. and Gen.—The examiner was left to imagine with what.

No. 5 (b) The adverb is placed "after" instead of "immediately after."

No. 5 (b) (c.) The difference of position of the adverb, etc., in cases of *simple* and *compound* tenses was not noted.

No. 6. "By cutting off the ending" is not sufficient — (what ending?)

V. See suggestions to pupils.

GRADE III. MODEL.

I. This paper was also of a very satisfactory character, not too difficult, and entirely within the prescribed limits, though, on the whole, rather long, requiring too much solid writing as compared with the previous grade

II. The work of the pupils was not as generally satisfactory as in the previous grades. Some schools that did very well in the Academy Grades, did poorly here and *vice versa*. Some carried out admirably the suggestions of last year as to arrangement, margins, etc.; others neglected them completely, thus greatly increasing the labour of correcting. There are also schools, quite a number, which showed *very defective* teaching.

III. No. 1 (A.) was generally well done. (B.) not quite so well. No. 2 showed much diversity, very few pupils giving correctly the last two sentences. No. 3 was decidedly weak, showing the defects already noted in the Academy Grades. No. 4 was badly done by the majority both as to form and knowledge. No. 5 showed much diversity. No. 6 was a decided improvement over the dictation of last year.

IV. The great weakness of this grade is still in the knowledge of the *verb*. The pupils showed inability:—

- (a) To *recognize* the tense in translating from French to English.
- (b) To *use* the correct tense in translating from English into French, or in answering questions (No. 3.)
- (c) To give English equivalent of detached verbs.
- (d) To distinguish between *mood* and *tense*. Nearly all spoke of the Cond. Mood as a tense of the Indic. (Ex. Cond. Tense of Indic. Mood, Imperative tense of Inf. Mood, &c.)
- (e) To give the terminations *alone* of the verb.

In No. 5 (b) "the present of avoir" was constantly given instead of "the present *indicative*, etc."

V. See suggestions to pupils.

GRADE II. MODEL.

I. Of this paper very little need be said. The questions were clear, definite, and concise, and reasonably uniform in proportionate value and difficulty.

II. The work of the different schools, and even different pupils in the same presented great contrasts, being either very well done or very badly done; a natural consequence of the very definite character of the information called for. Except in the case of a few schools, however, which made complete failure (evidently defective teaching) the work was very well done as to knowledge.

III. The pupils of this grade seemed to know better than any of the others how to use the pronouns, etc., in answering questions (No. 4.)

IV. The pupils need badly to pay attention to the "Suggestions for Pupils." Much trouble was given by neglecting to observe the order of the detached words or sentences. No numbers or distinguishing marks being given, it was quite impossible to understand which particular sentence was being translated, etc., because of the neglect of the order of the words, etc., in the questions.

A very large number of schools, however, arranged the work admirably.

SUGGESTIONS TO PUPILS.

I desire to emphasize very strongly the suggestions made last year to pupils, viz.:—

1. Read carefully so as to understand the questions (many errors and omissions were made in all grades because of neglecting this important item.)

2. Leave an *inch* clear margin at both *top* and *left* side of paper.

3. Use tabular forms whenever possible.

4. Leave a space of at least one line between answers.

5. Begin a new line always, for detached sentences in translating, or separate parts of answers.

6. Be very particular to put, before your answers, the numbers or letters used to distinguish the questions, parts of questions, or detached sentences.

7. Answer the questions *just as they stand*. Do not give facts not called for, and do not copy the questions as well as write the answers.

8. Avoid misleading abbreviations. Use *Impf.* for Imperfect; *Imper.* for Imperative; *Indic.* for Indicative; *Inf.* for Infinitive; *Pres.* for Present.

9. Be sure you *name the word* which you are parsing, or of which you are speaking.

10. Punctuate *always*. There is no excuse for neglecting punctuation when it is given in the question. And certainly the use of the *period* and the *interrogation* point should not be neglected.

1905.

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY MORNING, JUNE 12th, from 9 to 11.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL.)

(The answers must be written on a quarter-sheet of foolscap, fastened at the upper left-hand corner. A margin of about an inch should be reserved on the left side of each page, with the number of the question alone written in it. Do all your work neatly.)

(All of the questions are to be answered.)

1. Put in the Singular number *tumuli*, *series*, *effluvia*, *automata*, *vertices*, *phenomena*, *errata*, *seraphim*, *bases* *criteria*.

10

2. Form adjectives from the following nouns: *sleep*, *truth*, *love*, *courage*, *heart*. Attach each adjective to a suitable noun.

10

3. Classify as *Strong* or *Weak* the following verbs and give the principal parts of each: *Fly*, *lie*, *slay*, *lay*, *seek*, *flee*.

12

4. Refer to its class each of these adverbs: *rarely*, *below*, *quite*, *weakly*, *perhaps*, *why*, *lastly*, *soon*.

8

5. (a) Define *case*, *conjugation* and *voice*:

(b) Compare *cruel*, *nigh*, *in*, *little*, *full*.

14

6. Analyse :—
 "That orb'd maiden, with white fire laden,
 Whom mortals call the moon,
 Glides glimmering o'er my fleece-like floor,
 By the midnight breezes strewn." 18
7. What is a finite verb? Name five that are not finite. 10
8. Name three ways of marking gender. Give the gender forms of the following :—*Roe, gaffer, drone, stag, monk.* 8
9. What is the force of the prefix in each of the following words? *contradict, suspend, antidote, antecedent, unbelief.* 10

MONDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English :—

(A) Enfin le moment arrive où le roi rejoint une partie de sa cour et se trouve parmi ses courtiers; tous se découvrent excepté lui. Alors il demande au paysan :—Eh bien! quel est le roi?—Ma foi, monsieur, lui répondit-il, c'est vous ou moi, car il n'y a que nous deux avec le chapeau sur la tête.

(B) Voyant enfin qu'elle ne pouvait attirer l'attention de la foule et que le danger approchait, elle se traîna péniblement vers le foyer, y saisit un tison et le jeta dans la paille de son lit. Puis elle sortit aussi vite que possible pour chercher un refuge. 15

2. Translate into French :—

I breakfast at eight o'clock with my father and my mother, then I collect my books, I put them into my bag and I depart for school. I have already read my book and written my lesson. I sent him a letter last year. When he had studied his lesson, he went out. Act well towards him. Let us pick a few apples in the garden. 20

3. Answer in properly constructed French sentences the following questions:

Est-ce que j'aurai offensé votre père? Les officiers punirent-ils les soldats après la révolte? Vos commis ne vinrent-ils pas chez vous hier au soir? Que finissiez-vous ce matin? Ne craignez-vous pas le chien? 20

4. Name the mood, tense, and person of the following verbs and give the English equivalent. Je vendais. Ils avaient fini. Avait-il reçu? Ils vinrent, Auras-tu fini? J'irais. Nous aurions vendu. Qu'il ne finisse pas. Donne. Ne vas pas.

5. Give the terminations of the past participle in the four conjugations.

(b) How is the Past Indefinite tense formed?

(c) What is the termination of the present participle of every French verb?

6. Write at the dictation of the teacher, in the presence of the deputy-examiner, seven lines from the extract entitled "La brave petite Vieille," beginning at 'Le ciel devenait,' page 9, Progressive French Reader. 10

MONDAY AFTERNOON, JUNE 12th, 1905.

FRENCH.

(*Natural Method.*)

(All the questions are to be answered.)

Grade III. Model.

Time, from 2 to 4.

16. 1. Compléter les mots *Le, La, L', Les; Mon, Ma, Mes; Un, Une; Ce, Cet, Cette, Ces* :—

C.....chou	C.....plume	C.....tableau	C.....ferme
M.....robe	M.....yeux	M.....oncle	M.....amis
U.....fleur	U.....porte	U.....maison	U.....tulipe
L.....ananas	L.....lune	L.....libraire	L.....œil

12. 2. Ecrire le féminin des adjectifs suivants :—

Blanc.....	Bon.....	Bref.....	Actif... ..
Faux.....	Vieux.....	Frais.....	Premier. ...
Sec.. ..	Mou.... ..	Gros.....	Pareil.....

16. 3. Copier en mettant tous les mots au pluriel :—

Mon cheval.....	Votre neveu
Cet excellent livre.....	Le ciel.....
Un licou.....	Notre travail.....
Le nez	Ton clou.....

8. 4. Copier en écrivant correctement les adjectifs :—

La (<i>petit</i>) fille est sage	Une femme <i>heureux</i>
Mes bottines sont trop <i>étroit</i>	Le parfum est <i>délicieux</i>
Mes sœurs et mon frère sont <i>content</i>	La pomme et la poire sont <i>mûr</i>
Une <i>beau</i> robe.....	Le mois <i>dernier</i>

6. 5. Ecrire les adverbes qui se forment des adjectifs suivants :—

Chaud.....	Certain.....	Frais... ..
Gai.....	Gentil.....	Long.....

8. 6. Donnez les noms qui correspondent aux verbes et aux adjectifs suivants :—

Bon.....	Dur.....	Diriger.....
Corriger.....	Jeune.....	Haut.....
Beau.....	Polir.....	

18. 7. Répondre aux questions suivantes :—

Avez-vous vu votre père ce matin ?.....
 Le soleil est-il toujours visible ?.....
 Allez-vous souvent à la pêche ?
 A quelle heure vous êtes-vous levé ce matin ?.....
 Combien avez-vous de livres français ?.....
 Quel est le féminin de l'adjectif blanc ?

18. 8. Ecrire à la 1^{ère} personne du singulier les temps indiqués des verbes suivants :—

	<i>Imparfait.</i>	<i>Indic. Présent.</i>	<i>Futur.</i>
Voir.....
Prendre
Aller.....
	<i>Indic. Présent.</i>	<i>Cond. Présent.</i>	<i>Passé Indéfini.</i>
Cuire
Venir.....
Mourir.....

18. 9. Conjuguez les verbes suivants aux temps et aux formes indiqués :—

Futur de <i>punir</i> (nég.)	Imparfait de <i>pouvoir</i> (aff.)	Ind. Présent de <i>recevoir</i> (aff.)
Je	Je... ..	Je.....
Tu	Tu.....	Tu... ..
Il.....	Il	Il.....
Imparfait de <i>mettre</i> (aff.)	Ind. Présent de <i>battre</i> (nég)	Futur de <i>se lever</i> (nég.)
Nous	Nous	Nous.....
Vous.....	Vous.....	Vous.....
Ils.	Ils.....	Ils.....

(Divide total marks (120 by 2 = 60.)

10. Ecrire sous dictée ce qu'on vous lira. (Ecrivez la dictée de l'autre côté de ce papier.)

20. 11. Ecrire les réponses aux questions qu'on vous lira.

20. 12. Ecrire sous dictée ce qu'on vous lira.

(Ecrivez de l'autre côté de ce papier.)

TUESDAY MORNING, JUNE 13th, from 9 to 11.

LATIN (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English :—

Post hæc Perseus in *fines* Aethiopum venit ibi Cepheus quidam illo tempore regnabat. Fecit igitur mare tranquillum, et arcam ad *insulam* Scriphum perduxit. Tum desuper in monstrum impetum subito fecit: et gladio suo *collum* ejus graviter vulneravit.

De his laboribus plurima a *pædis* scripta sunt.

Ille libenter hoc donum accepit, et puellam (*uxorem*) duxit: paucos *annos* cum *uxore* sua in ea *regione* habitabat, et in magno *honore* erat apud omnes *Aethiopes*.

Hercules a *puero* corpus sum diligenter exercebat; *mag-*
nam partem *diei* in *palæstra* consuebat: didicit etiam *arcum* intendere et tela conjicere. 25

2. Give the declension, genitive singular and case of each of the words in italics in the above extract. 18

Decline *ego, ipse qui*, singular and plural. 15

Name the mood tense, voice, number and person of each of the following verbs and give the English equivalent : *amare, amavero, monebo, monuero, rectus sum, regar, audiri, audiar, monebor, monitus sum.*

Translate into Latin :—

Some come to the harbour ; others remain in the city. Of the two boys, the one is twelve, and the other thirteen years old.

Those who are never punished are not always the best boys.

What ! do you not praise me ?—I do not praise you. The girl who helps her mother is praised by all.

You never assist those friends of yours. We are tired ; your conversation is not welcome. He is reading the book himself. 25

Give the meanings of ten Latin words from which common English words are derived.

TUESDAY AFTERNOON, JUNE 13th, from 2 to 2.40.

MENTAL AND RAPID ARITHMETIC.

(GRADE III. MODEL SCHOOL.)

Forty minutes and no more is the time allowed for writing down the answers to these questions.

All the questions are to be answered.

No erasures or alterations are permitted. Eighty marks will be given for a perfect paper.

1. How many acres in a farm 14 p.c. of which contains 42 acres ? Ans
2. If the interest on \$75 for one year is \$6.00, what is the rate ? Ans.....
3. What p.c. of the letters are vowels in the sentence : " We learn to do by doing" ? Ans.....
4. A person, after spending $\frac{1}{3}$ and $\frac{1}{4}$ of his money, and \$20, had \$80. What had he at first ? Ans.....
5. A has 4 times as much money as B, and both have \$29 ; how much has each ? Ans.....
6. How many square yards in an acre ? Ans.....
7. What would you add to 1,875 to give 14.5 Ans.. ...

8. Bought apples at the rate of 4 for 5 cents, and sold them at 25 cents a dozen ; what was my gain p c. ? Ans.....
9. What will 1680 lbs. of hay cost at \$25 a ton ? Ans.....
10. If $1\frac{1}{2}$ doz. thimbles cost \$2.70 what will 15 thimbles cost ? Ans.. ...

1. Add vertically and horizontally.

\$ 29.87	86.14	76.84	85.83 =
86.94	47.93	69.14	96.87
17.41	68.79	35 45	88.79
27.68	86.14	48.47	45.21
97 88	75.85	96.21	34.23
68.94	59.77	74.11	96.11

2. The minuend = 2 0 0 0 0 4 1 3 2 1 5 6 4
 " subtrahend = 8 7 5 4 6 9 5 7

Find the difference or remainder.

3. The multiplicand = 7 8 9 4 6 8 7 5 3 0 2 1 8
 " multiplier = 9 7 6 4 8

Find the product.

4. Divisor Dividend Find the quotient
- | | | |
|---------|---------------------------|--|
| 8 7 6 3 | 7 9 6 4 3 5 2 1 0 0 4 3 8 | |
|---------|---------------------------|--|

WEDNESDAY MORNING, JUNE 14th, from 9 to 11.

ARITHMETIC (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. A man by mistake gave $\frac{1}{5}$ of a certain sum of money for an article instead of $\frac{1}{6}$ and thus gave \$2.40 too much. What was the sum of money ? 12

2. A room is 84 feet long and 63 feet wide. What is the distance from one corner of the room to the opposite corner? 12

3. A can do a piece of work in 20 days, B can do it in 24 days, and C can do it in 30 days; in what time will they all do it working together? 12

4. The area of a triangle 11,200 square yards, and its altitude 140 yards. What is the base? 12

5. What sum of money must be lent, at simple interest, for $3\frac{1}{2}$ years at 6 p.c. to amount to \$871.20? 12

6. At what rate will \$300 amount to \$385.50 in 4 years and 9 months? 12

7. What will it cost to whitewash the ceiling and walls of a room 16 feet 4 inches by 15 feet and 10 feet high, at 12 cents a square yard? 12

8. The radius of a circle is 5 inches. (a) What is its circumference? (b) What is the area of the same circle? 12

9. A young man paid \$22.95 for a suit of clothes, which was 10 p.c. less than the marked price. What was the marked price?

10. Find the value of

$$(a) \frac{3}{4} \text{ of } \frac{2}{3} \div \frac{5}{6} \text{ of } \frac{7}{10};$$

$$(b) \frac{3}{4} \times \frac{2}{3} \div \frac{5}{6} + \frac{7}{10}.$$

12

WEDNESDAY AFTERNOON, JUNE 14th, from 2 to 4.

ALGEBRA (GRADE III. MODEL SCHOOL)

All the questions are to be answered.

1. Define (a) *compound expression*, (b) *co-efficient*, (c) *product*, (d) *like terms*, (e) *negative quantities*. Give examples. 15

2. If $a=1$, $b=2$, $c=3$, $d=0$, find the numerical value of $2a^2 + 2b^2 + 2c^2 + 2d^2 - 2bc - 2cd - 2da - 2ab$. 15

3 Find the sum of $x^3 - 4x^2y + 6xy^2$; $2x^2y - 3xy^2 + 2y^3$; $y^3 + 3x^2y + 4xy^2$.

4. In the expression $4a^3 - 2c - 2a^2b + b^5$, point out the highest power, the lowest power, the negative terms, and the co-efficient of a^2 . 12

5. (a) What is the sum of $a + a + a \dots$. Written d times ?

(b) Write down in one line the sum of a, b, c, d, e . 10

6. What is the price of x horses at $\$y$ a piece ? 6

7. Simplify by removing brackets—

$$-a[2b + \{3c - 3a - (a + b)\} + 2a - (b + 3c)] \quad 15$$

8. Divide $6x^5 - x^4 + 4x^3 - 5x^2 - x - 15$ by $3x^2 - x + 3$.

9. Write down three consecutive numbers of which y is the greatest. 6

THURSDAY MORNING, JUNE 15th, from 9 to 12.

ENGLISH (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Who wrote Ivanhoe ?

(b) In what country is the scene of the story laid ?

(c) Name the hero of the tale.

(d) What does he do to be worthy of the name of hero ? 8

2. Describe briefly : "Life in Saxon England."

3. Write short explanatory notes on :—

(a) "Queen of the Day."

(b) "Templar Knight" ;

(c) "Crusaders ;"

(d) "Choral Hymn." 16

4. Explain the allusions contained in the following lines :

(a) "Slay him not, Sir Knight."

(b) "Call me no longer Locksley."

(c) "I will not fly, we will be saved or perish together."

(d) "Second to none."

5. Give the meaning of the prefix in each of the following words and state from what language it is derived?—*subscribe, postpone, persist, hypercritical, exodus, synagogue, asleep, ashore, bedaub, withhold.* 10

6. (a) Name Scott's three greatest poems, and give a brief synopsis of any one of them.
 (b) Give the titles of three of Scott's best known novels.
 (c) Of what novel were these words said:— 'It is a splendid poem in prose.' 10

7. Write from memory a stanza from:—

(a) The Song of Hiawatha.

(b) Waterloo.

(c) The seven ages of man.

Name the author of each selection you quote. 18

8. (a) Write a good declarative sentence.

(b) Change it into the form of an interrogation.

(c) Change it into the form of an exclamation. 14

THURSDAY AFTERNOON, JUNE 15th, from 2 to 4.

BRITISH HISTORY (GRADE III. MODEL SCHOOL.)

1. (a) How is Julius Cæsar's name connected with the History of England?

(b) What effect had the settlement of the Normans in England after the Conquest on the character and custom of the English people? 12

2. In connection with what historical events were these expressions used?

(a) "Not Angles" he said, but Angels.

(b) "No, let the boy win his spurs."

(c) "See me safe up; for my coming down I can shift for myself."

(d) "I sent you to fight against men, and not with winds."

(e) "Commend your souls to God, for our bodies are the prince's." 15

3. When, where, and why were the following battles fought?

What were the consequences that followed from each? Senlac, Agincourt, Bosworth, Bannockburn, Crecy? 20

4. Write short explanatory notes on: (a) The Six Articles. (b) Magna Charta (c) Murder of the Princes. (d) Throgmorton's Plot. 20
5. (a) Who was the first king of the House of Lancaster? (b) What cruel law was passed in his reign? 9
6. For what are the following persons famous?
(a) Wycliff. (b) Simon de Montfort. (c) Wat Tyler. (d) Lambert Simnel. (e) Dunstan. 15
7. (a) Who was the first Tudor King? (b) What was the greatest event of the Tudor Period? (c) Who was "Lady Jane Grey"? 9

FRIDAY MORNING, JUNE 16th, from 9 to 11

GEOGRAPHY (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Name the principal islands of the Japanese Empire. (b) What bodies of water separate Japan from the mainland? (c) Locate Irkutsk, Port Arthur, Vladivostock. How are these places connected with European Russia? 20
2. (a) Siberia: To what country does it belong? (b) Describe its surface, climate, &c. (c) Tell any facts of interest you may know in connection with this country. 15
3. Name the most important products of each of the following countries: Japan, India, Persia, Arabia, China. 15
4. Give a general description of Australia as to (a) rainfall; (b) animal life; (c) productions. 15
5. (a) Name the chief British possessions in Africa. (b) What countries are called the Barbary States? (c) Give the location of these countries from west to east. 15
6. Tell as precisely as you can the geographical positions of the following:
(a) The Suez Canal.

- (b) The Desert of Gobi.
- (c) The Persian Gulf.
- (d) The Mozambique Channel.
- (e) The Gulf of Carpentaria. 10

7. What and where are : Cape Town, Ceylon, Baikal, Tasmania, Niger, Cairo, Tokio, Saghalien, Manilla, Mukden. 10

FRIDAY AFTERNOON, JUNE 16th, from 2 to 4.

SCRIPTURE (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Who wrote the Acts of the Apostles ? 3
2. "The former treatise have I made, etc." What is this treatise called ? 3
3. "Now *this man* purchased a *field* with the reward of *iniquity*."
 - (a) Who is *this man* ?
 - (b) What was the *field* called ?
 - (c) What was the iniquity ? 6
4. In what connection do the following expressions occur ?
 - (a) "Come over into Macedonia and help us."
 - (b) "It is the voice of a God, and not of a man."
 - (c) "Arise, Peter ; slay and eat."
 - (d) "Lord, lay not this sin to their charge."
 - (e) "Sirs, ye know that by this craft we have our wealth." 20
5. In the following extracts to whom do the words in italics refer ?
 - (a) "Silver and gold have I none, but such as I have give I *thee*."
 - (b) "*These men* are full of new wine."
 - (c) "And because *he* was of the same craft, he abode with *them* and wrought."
6. (d) "*They* talked between *themselves*, saying *this man* doeth nothing worthy of death or of bonds." 16

7. Who was—

(a) Gamaliel. (b) Theudas. (c) Demas. (d) Agabus.
(e) Elymas. (f) Lydia ? Give one fact about each. 12

8. Relate briefly the circumstances leading up to and attending the death of Ananias and Sapphira. 20

9. Give a short description of St. Paul's last voyage to Rome. 20

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 24th, 1905.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Rev. W. I. Shaw, LL.D., D.C.L.; in the chair; George L. Masten, Esq; Professor A. W. Kneeland, M.A., B.C.L.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A., M.P.; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq; Gavin J. Walker, Esq.; the Hon. Sydney A. Fisher, B.A., M.P.; John C. Sutherland, Esq., B.A.; Professor James Robertson, LL.D., C.M.G.; the Rev. E. I. Rexford, LL.D., D.C.L.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq; James Dunbar, Esq, K.C., D.C.L.; W. L. Shurtleff, Esq., K.C., LL.D.; the Hon. J. C. McCorkill, K.C., M.P.P.; H. J. Silver, Esq, B.A.

An apology for the enforced absence of the Hon. J. K. Ward was submitted by the Chairman.

The minutes of the last meeting were read and confirmed.

The election of Mr. H. J. Silver, B.A., as representative of the Provincial Association of Protestant Teachers, was announced, and Mr. Silver was welcomed to the meeting.

The Secretary reported that since last meeting orders in council had been passed transferring certain schools to Mr. Gilman's district of inspection, confirming the amendment to regulation 63, and approving the proposed distribution of the Superior Education grants, all as recommended by the Committee.

He reported also that four teachers had been nominated as Macdonald scholars in Guelph for the course beginning in January, and that other applications are expected. The four teachers already nominated are Miss Lucy H. Hume, of Leeds Village; Miss Elizabeth P. F. Patterson, of Lachute; Miss C. L. Theresa Metcalfe, of Magog, and Miss Annie L. E. McKenzie, of Little Cascapedia.

The sub-committee on the Principalship of the Normal School reported, recommending that no action be taken at present in this matter pending the more definite determination of the relation of the Normal School to the Macdonald College.

The report was adopted and the sub-committee was continued.

The report of the sub-committee on the question of adopting the Jamaica Catechism was presented by the Lord Bishop of Quebec in the following terms:—

“Your sub-committee recommends the adoption of the Jamaica Catechism and its use as supplementary to the present syllabus of Scripture Lessons; such Catechism to be used at the option of the school boards.”

On motion of the Bishop, seconded by Dr. Shurtleff, the report was adopted, and the question of providing for the publication of the Catechism was referred to the sub-committee on text-books, the Chairman being requested to write a suitable preface.

The sub-committee on Normal School Training made the following report, which was adopted:—

“The sub-committee begs to report,

“First. That after conference and careful consultation concerning the plans for teacher-training at Ste. Anne, it regrets to find that the Benefactor does not see his way clear to carry out the suggestion that the McGill Normal School should be transferred to the proposed training college at Ste. Anne.

“Secondly. That the sub-committee requests that it be continued with instructions to co-operate with the Benefactor whenever he, or any authority appointed by him, may desire to confer with it concerning teacher-training or other matters affecting the Protestant schools of the Province.”

The text-book sub-committee reported that it had ex-

amined the draft maps of the Dominion as directed by the Committee, and that it approved, with certain conditions, the Daoust map, but not the Langlais map.

It recommended that Brown's Grammar, McDougall's Geometry and Dearness' Nature Study be not authorized, but that Knight's Physiology and Hygiene, published by Copp, Clark & Co., be placed on the list of authorized textbooks. The report was adopted.

A report on Drawing, prepared by Professor Armstrong, Instructor in Drawing in McGill Normal School, was read and referred to the sub-committee on the course of study for consideration.

A letter was read from Mr. J. A. Nicholson, Registrar of McGill, asking for the authorization of Cunliffe's Nineteenth Century Prose, Poems of the Romantic Revival, and Gage's Introduction to Physical Science, 1902 edition.

Dr. Peterson read a letter at the same time from Professor Penhallow in regard to the character of the Botany textbooks, and a memo. from Dr. Colby regarding the teaching of English History. These were all referred to the sub-committee on text-books and the course of study.

The Secretary reported that he had received from the Government the sum of \$1,000 in payment of the balance due for Protestant purposes on the \$50,000 grant on the 1st of July, 1905. He recommended that (1) the sum of \$50 be given to assist the Protestant school at St. Philippe de Chester. (2.) That \$100 be given to assist in the payment of the salary of a male teacher in the Magdalen Islands. (3.) That \$300 be given to the Protestant trustees of the municipality of Kingsey to assist in covering their large preliminary expenses in consolidating their schools (4). That the balance, \$550, be retained for use during the current year to assist in consolidation of schools or to aid poor schools. The recommendations were adopted.

Mr. G. L. Masten was appointed to act as associate member of the University Board of School Examiners, and the Chairman was authorized to approve the nomination to be made by Bishop's College of two members of its teaching staff to act in the same capacity.

Dr. W. L. Shurtleff gave notice that at the next meeting of this Committee he will re-introduce his motion to increase the number of marks given for French at the June examinations to 200, the number given for Latin.

The resolutions of the Protestant Teachers' Association were read and referred to the sub-committee on the course of study. The recommendation for the preparation of a history map was referred to the text-book sub-committee.

The Chairman submitted a digest of reports of the Inspector of Superior Schools as follows:—

Since October 11th, nineteen schools have been visited, and in every instance the report is favorable. Repairs are reported from Three Rivers, Barnston, Frelighsburg and Sawyerville. Additional teachers are needed in Bedford and in the Strathcona School. In Bury a new school building is "absolutely necessary." Before building the Commissioners are awaiting the result of a conference as to consolidation of schools. Consolidation is also being considered at Sawyerville.

Moved by Mr. G. J. Walker, seconded by Mr. Whyte, and

Resolved,—"That owing to the deplorable scarcity of qualified Protestant teachers in this Province the regulations of this Committee be amended in such a way as to restore the option enjoyed by candidates for diplomas before 1899, by which they could receive their diplomas either from the Normal School or from the Central Board of Examiners."

In amendment, it was moved by Mr. J. C. Sutherland, and seconded by Mr. H. J. Silver.

"That this Committee, while it recognizes the fact that in some districts of the Province the school boards have difficulty in obtaining teachers even when offering what may not be designated as large, but at the same time average, salaries, is of the opinion that the question of the supply of competent teachers is, here as in other parts of the world, an economic one, not merely in the sense of the direct money reward, but also in the sense that the conditions of life in some municipalities are such that they constitute a factor in the determination of a teacher's choice of a situation; and that therefore this Committee is not prepared to support a movement looking towards a general lowering of the standard required for admission to the teaching profession to meet localized conditions at a time when a general increase to teachers' salaries in the Province should be looked for by means of a general in-

crease of local effort in keeping with the prosperity of the country and supplemented by Government assistance.”

After considerable discussion the further consideration of the motion and amendment was deferred to the next meeting of the Protestant Committee.

The Secretary reported that the Superintendent of Public Instruction wished to have the school law amended so that (1) hereafter school inspectors shall be chosen only from candidates who hold normal school diplomas, and so that (2) academy diplomas be issued only by the Normal Schools.

On behalf of the Superintendent he requested that the Protestant Committee give its views upon these two matters.

The Committee concurred in the proposal that candidates for the office of school inspector should have professional training “or an equivalent as determined by the Committee concerned.” It recommended that candidates now qualified for appointment be not rendered ineligible by the proposed amendment.

The second proposal was referred to a sub-committee consisting of the Chairman, Dr. Robins, and Dr. Rexford, with power.

The rough minutes were then read and the meeting adjourned to Friday, the 23rd day of February, 1906, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd December, 1905, to detach from the school municipality of Saint Basile, county of Portneuf, the lots having on the official cadastre of the parish of Saint Basile, the numbers 15a, 57, 58, 63 and the following numbers to 78 inclusively; the numbers 80, 81, 83, 84, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 97, 99 and the following

numbers to 111 inclusively; number 113 and following to 130 inclusively; number 266 and following to 272 inclusively; number 274 and following to number 300 inclusively; number 414 and following to 431 inclusively, and the lots, houses and dependencies situated at the north end to the lots having on the same cadastre the numbers 10 and 12, and to erect this territory into a distinct school municipality by the name of "Village of Saint Basile."

This erection will take effect on the 1st of July, 1906.

His Honor the Lieutenant-Governor has been pleased to appoint, by order in council, dated 2nd December, 1905, Messrs. Omer Côté and Johnny Seaborn, school commissioners for the municipality of "Lac des Commissaires," county of Lake Saint John, the former in the place of Mr. Louis Paquet, and the latter, in that of Mr. Michel Cantin.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the EDUCATIONAL RECORD, Quebec, P.Q.]

A Primer of School Method, by T. F. G. Dexter, B.A., B.Sc., and A. H. Garlick, B.A.

A careful study of this *Primer* will help many young teachers who require assistance to supplement their brief and empirical training in the art of teaching, school management and discipline. The book deals with discipline method, the teaching of reading, spelling, writing, arithmetic, English, geography, history and nature study. Price 2s. 6d. Longmans, Green & Co., London, E. C.

Longmans' British Empire Readers.—The series comprises seven volumes, the chief aim of which is to foster a love of good reading. All the books in the series are essentially interesting and readable.

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Longmans, Green & Co., 39 Paternoster Row, London, E C.

Paradise Lost—Books IV, and V. with copious explanatory notes. Price 6s. 1d. each. Longmans, Green & Co.

Macmillan's Pocket American and English Classics.—A series of English texts edited for use in Elementary and Secondary Schools, with critical introductions, notes, etc. 16 mo. cloth, 25 cents each. Morang & Co., Toronto.

The following volumes of this series of English classics have just been published :—*Byron's Shorter Poems*, *Lamb's Essays of Elia*, *Shakespeare's King Henry V.*, *Pope's Rape of the Lock*, *Macaulay's Essay on Lord Clive*, *Blackmore's Lorna Doone*.

Graded City Speller, containing useful words only. Edited by William Estabrook, Chancellor, Superintendent of Public Instruction, Paterson, N.J. Price 12 cents. The Macmillan Company. Morang & Co., Toronto.

A Middle English Reader, by Oliver Farrar Emerson, A.M., Ph.D.

This Reader is intended to serve as an introduction to the language and literature of the period called Middle English, that is the centuries between 1100 and 1500. Cloth. 475 pages. Price \$1.90. Morang & Co., Toronto.

Morang & Company, Toronto :

Anderson's Fairy Tales and *Longfellow's Hiawatha*.—These classics for children would be serviceable for supplementary reading, as the printing is clear, the type large, and the introductory notes valuable. Price 25 cts.

Special Methods in Arithmetic, McMurray.—This book is designed for teachers, not for children. It deals with the

purpose of arithmetical teaching, namely, the mastery of the world from the number standpoint, and outlines a course of study based on this controlling idea. Certain of the most important questions in arithmetic are dealt with in detail. The lesson on the number seven is most suggestive for Kindergarten and Elementary teachers. Price 70 cts.

McMurray's Special Method in Language.—This is a book of unusual interest and merit, and one supplying a long felt want on the part of teachers of English.

It is clear without being prolix, practical without undue brevity, and suggestive without attempting to relieve the teacher of the exercise of that individuality which makes teaching inspiring.

The methods suggested, and especially those demanding the correlation of all school work with the language lessons, and the intelligent co operation of the teachers of all subjects with the teacher of English, must result in the banishment of much bad English, and the habitual employment of a more forcible and elegant English than that often heard from the platform, or read from the printed page.

When there is so much that is excellent, one hesitates to point out that which seems otherwise; yet some of the views of the writer are clearly open to criticism; and certain of his propositions are either ambiguous from faulty construction, or they enunciate doctrine that cannot be accepted.

Examples of the former may be found on page 50, where the teacher is advised to call the attention of the whole class to common errors; and again on page 97, where it is intimated indirectly that language books should contain faulty English to be corrected.

In Chap. IV., p 51, teachers are advised to correct but few of the compositions written by pupils; and on page 90, line 5, it is stated that "language drills on incorrect uses," are legitimate exercises for the language lesson.

In Chap. VI., the writer would postpone any grammar work until the eighth school year, while experience shows that many of the fundamental principles of grammar may be successfully taught deductively during the earlier years of school life.

McGill Normal School,

32 Belmont Street,

MONTREAL,

S. P. Robins, LL.D., D.C.L., Principal.

THE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st, 1905, to May 31st, 1906, must make application for examination to G. W. PARMELEE, Esq., D.C.L., Secretary of the Department of Public Instruction, on or before July 20th, 1905, on forms that can be procured from him.

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